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ABSTRACT

This publication reports the findings of a feasibility study of the extended school year, attempting to measure the degree of educational soundness and community acceptance of such a program. The study was undertaken in an attempt to find a solution to overcrowding in the Brick Township Public Schools. The document first describes the purpose and format of the study. The results of the efforts of each of the subcommittees are then presented. Topics examined by these subcommittees include research; concept and implementation; survey and publicity; and pupils, facilities, staff, and finance. The last chapter of the document reports the conclusion developed by the steering committee which indicates that an extended school year program is feasible. (Author/DN)

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EXTENDED SCHOOL YEAR STUDY

BRICK TOWNSHIP PUBLIC SCHOOLS

Brick Town, New Jersey

June 6, 1974

EA 006 228

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CHAPTER I

PURPOSE AND FORMAT OF THE STUDY

For a project of this size, the first step would normally be to conduct a Needs Assessment. In this case, the need was very evident. The need which was presented to the committee members at the beginning of this project reads as follows: "Brick, while continually striving to upgrade its educational program, must come up with a solution to its over crowded conditions".

The goal, therefore, was to "conduct a Feasibility Study of Extended School Year (ESY) which will measure the degree of educational soundness and community acceptance".

With this goal in mind, the committee structure of the study, as well as a P.E.R.T. Chart, was developed. Volunteers were solicited to fill the various committees. The volunteers represented a cross section of interests with equal representation from both the educational and community sectors. All volunteers were residents of Brick Township, with the exception five administrators.

The committee structure and the membership for each committee is presented next:

STEERING COMMITTEE

Chairman: Mr. Norman Schue, Board Member
Mr. C. Stephen Raciti, Superintendent
Mr. Harvey J. Lynch, Administrator
Mr. James McCabe, Teacher
Mr. James Meaney, Citizen
Mrs. Katherine Manning, Citizen
Mr. Eugene Santucci, Teacher
Mr. James Clemente, Teacher
Mr. Frederick J. Underwood, Teacher

RESEARCH SUB-COMMITTEE

Chairwoman: Mrs. Katherine Manning, Citizen
Mr. Raymond Benedict, Administrator
Mr. Ty Choo, Teacher
Miss Judith Humienik, Teacher
Mrs. Elizabeth Miller, Teacher
Mr. Michael Amodio, Teacher
Mrs. Roxanne Hagopian, Teacher
Mrs. Dorothy Bolton, Citizen
Mrs. Michael Swift, Citizen
Mr. Harry Widl, Citizen
Mrs. Judith Schroetter, Citizen

CONCEPT AND IMPLEMENTATION SUB-COMMITTEE

Chairman: Mr. James Meaney, Citizen
Mr. Joseph Scarpelli, Board Member
Mr. Philip E. Pagano, Administrator
Mr. Joseph Mayer, Administrator
Mr. James Murphy, Administrator
Mrs. Jean Ries, Teacher
Mr. August Losso, Teacher
Mrs. Elverna Van Dyke, Teacher
Mrs. Katherine Keleher, Teacher
Mrs. Ellen Repsher, Teacher
Mr. Max Fleischer, Citizen
Mr. Louis Eckert, Citizen
Mrs. LaRita Lasky, Citizen
Dr. Stanton Morris, Citizen
Mrs. Laura Mellet, Citizen

PUPILS, FACILITIES, STAFF AND FINANCE SUB-COMMITTEE

Chairman: Mr. James Clemente, Teacher
Mr. Edward Kull, Board Member
Mr. John DeMartino, Administrator
Mr. William Brouillette, Administrator
Mr. Nicholas Stilwell, Administrator
Mrs. Dorothy Erdwurm, Teacher
Mrs. Flora Allen, Teacher
Mrs. Lillian E. Graham, Teacher

Mrs. Vilma Oxenford, Teacher
Mrs. Isabel Riley, Citizen
Mr. Robert Stutts, Citizen
Mr. William McGuire, Citizen
Mr. James W. Harris, Citizen
Mr. Thomas Smith, Citizen

SURVEY AND PUBLICITY SUB-COMMITTEE

Chairman: Mr. Eugene Santucci, Teacher
Mrs. Genevive Aulisi, Board Member
Mr. Armand Piantadosi, Administrator
Mr. John Boyle, Administrator
Mr. Vincent Gregitis, Teacher
Mr. Robert Halpin, Teacher
Mr. John Barr, Citizen
Mrs. Preston Gray, Citizen
Mrs. Florence Gutstein, Citizen
Mrs. Lois Hartman, Citizen
Mr. Fred Arnoul, Citizen
Mrs. John Lampman, Citizen
Mr. Allan Semmler, Citizen
Mr. David Wolfe, Citizen
Mrs. Sue Whitwel, Citizen
Mrs. Carol Hess, Citizen

Mr. Frederick J. Underwood was named the Project Director. As such, he was an ex-officio member of all committees. The chairperson of each committee was elected by the members at the first meeting. Each chairperson automatically became a member of the Steering Committee.

The PERT Chart which was developed is presented next. It can be reported at this time that the study was kept as close to schedule as possible. Toward the end, the target date was missed by about a month, however.

EXTENDED SCHOOL YEAR

FEASIBILITY STUDY

1

Steering Committee will finalize plan of action by September 11, 1973

2

Faculty committee assignments will be completed by Sept. 20, 1973

3

General Session of all Committee Members will be held on September 24, 1973

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4

Steering Committee will co-ordinate Sub-committees during the Study

Research Sub-committee will complete objectives by February 18, 1974

Concept and Implementation Sub-committee will complete objectives by Feb. 18, 1974

Pup., Fac., Staff & Fin. Sub-committee will complete objectives by 2/18/74

Survey & Pub. Sub-committee will complete objectives by Feb. 18, 1974

5

6

Steering Committee will evaluate Sub-committee reports and make recommendations to the Board - April 3, 1974

The next step was to develop the objectives. These were developed by the Project Director and submitted to the Steering Committee for approval. They were approved. At the Organizational meeting, they were presented to all of the volunteers. The same objectives are presented here:

1.1 - "The Steering Committee will direct the entire study by interpreting board charges and coordinating sub-committees during the course of the study.

1.2 - The Concept and Implementation Sub-committee will determine the most suitable ESY Calendar for Brick by February 18, 1974. This determination is to be a judgmental opinion based on the community's characteristics and a review of the available research materials.

1.3 - The Research Sub-committee is to fill all requests for information relevent to the study. The research is to be done within the parameters of the available materials during the course of the study.

1.4 - The Concept and Implementation Sub-committee will evaluate areas of the present curriculum which would be affected by a change to ESY.

1.5 - The Survey and Publicity Sub-committee will conduct, tabulate and interpret a community attitude survey towards ESY. This survey shall utilize printed questionnaires and personal interviewing techniques. It shall be completed by February 18, 1974.

1.6 - The Survey and Publicity Sub-committee will develop and carry through a publicity program. This program is to utilize the "Chalkboard", local newspapers, guest speaker programs, informational handouts, and local television and radio. The Committee will evaluate the effectiveness of the program, via judgemental opinion, at the conclusion of their work on February 18, 1974.

1.7 - The Research Sub-committee is to review all of the available material and list all of the advantages and disadvantages as evidenced by school districts that are using ESY. This is to be accomplished by February 18, 1974.

1.8 - The Concept and Implementation Sub-committee will recommend necessary action and/or direction resulting from the evaluation of the

effect of ESY on our present program. This shall be completed by February 18, 1974.

1.9 - The Pupils, Facilities, Staff and Finance Sub-committee will study Brick's needs covering all areas under this committee as they relate to the operation of our present program by February 18, 1974.

1.10 - The Pupils, Facilities, Staff and Finance Sub-committee will study Brick's needs covering all areas under this committee as they relate to the operation of an ESY program by February 18, 1974.

1.11 - The Pupils, Facilities, Staff and Finance Sub-committee will submit recommendations regarding facility, staff and financial needs of the district for a five year period as needed for the present program and for ESY by February 18, 1974.

1.12 - The Steering Committee will evaluate Sub-committee reports and make recommendations to the Board of Education by April 3, 1974. It shall also be their responsibility to report progress to State project staff at appropriate times throughout the Study".

This concludes the purpose and format of the study. In the next four chapters that follow, the results of the efforts of each of the Sub-committees will be presented. The last chapter is the conclusions developed by the Steering Committee. These conclusions are based on the Sub-committee reports.

CHAPTER II

RESEARCH FINDINGS

The Research Sub-committee's Report is divided into four general categories. The first category has to do with background information on Extended School Year Programs in our country today. The other three categories deal with the educational, financial, and community impact of E.S.Y. on a community.

Background Information

Extended School Year is not a new idea. It is being studied and tried out in many areas throughout the United States at the present time.[1]

The Extended School Year Calendar has many variations. Some have been studied and adopted for one of the following reasons:

1. Space - Need to accommodate an increasing school population.
2. Financial Reasons - Cost of constructing and financing new buildings.
3. Curriculum Upgrading - Need to improve quality and quantity of courses offered.
4. Accountability - Increasing demand for accountability in use of public funds and use of tremendous capital investments in school plants already built.[2]

Each of these reasons for Extended School Year (E.S.Y.) fall into one of two categories: first, quantitative (i.g. get a better yield from the educational investment), or, second, qualitative (i.e. create a better program educationally.)

1. "Readers Digest", "New Impetus for Y.R.S.", March 1972
2. D.H.E.W. Publication, No. (O.E.) 7209 "Year Round Schools", "The 45-15 Plan #27 in the Series of Prep. Reports", pg. 7

There are sixty-seven ways to extend the school year through revising the calendar.[3] Some of the ways and places that are trying them are as follows:

1. There is a Four Quarter Plan in effect in Atlanta and Fulton County, Georgia. The year is divided into four sixty day quarters. The students attend three of these quarters, making 180 days attendance. These goals are qualitative, rather than quantitative.
2. Dade County, Florida; Rock Hill, South Carolina; and Long Brach, New Jersey, are places where the Quinmester Plan can be found. Under this plan, the year contains five forty-five day sessions. Attendance is mandatory for four sessions, while the fifth is voluntary. Here again, the goals are qualitative, but, in Rock Hill, there was also quantitative consideration.
3. In Tucson, Arizona, a five term program, very similar to quinmester, has been implemented. They claim to have yielded a 25% increase in space (saving in construction cost) and provide for improvement and changes in curriculum. This is both quantitative and qualitative.
4. McComb, Mississippi, has a Pilot Program utilizing the Quinmester Calendar. There is no evaluation as of yet.
5. The Florida Trimester Plan of Polk County divides the year into three ninety day segments. Scheduling is such that students would attend school one year less out of every twelve. It is estimated that in over a period of ten years, expenditures will have decreased 4.23% overall. This program is, of course, quantitative.
6. In Utica, Michigan, a "Continuous Study Plan" is operated on a Trimester Basis (i.e., sixteen week or ninety day attendance cycles). This calendar could eliminate one year of attendance for every seven under a traditional calendar and two years for every twelve. This program is, of course, quantitative.
7. The Extended Summer Program, a qualitative approach, is used mainly for Remediation, Enrichment, and Acceleration. Basically, is is a forty day summer session and is being used in Hartford, Michigan.

3. New Jersey Department of Education, Division of Research and Development, "The Extended School Year; A Look at Different School Calendars - as proposed by Various School Districts in America", July 1970.

8. The 45/15 E.S.Y. can be both qualitative and quantitative. The school population is divided into four groups. Each group attends school for four forty-five day quarters with fifteen day vacations between quarters. This is done on a rotating basis so that only three-quarters of the school population is in attendance on any given day. A few of the places that are utilizing 45/15 are Denver, Colorado; Prince William County, Virginia; Winston-Salem, North Carolina; Reno, Nevada; Champlain Valley Union High School, Vermont; La Mesa Spring Valley, California; Mora Minnesota, San Diego, California; Jefferson County, Kentucky; Chicago, Illinois; Valley View, Illinois; and Parma, Michigan.[4]

Valley View is a good example of 45/15 because much of the idea was developed there and there has been a high degree of success. Valley View is a good example for Brick Township because there are some similarities between the two and because Valley View is using the program, K-12.

The history of Valley View is very important to an understanding of their success with the 45/15 plan.

The school board was faced with an unprecedented growth in school population and a serious financial crisis. Student growth was recorded as eighty-nine in 1953 in four rural schools. It went to 5,500 in 1969. Besides these problems, the state mandated that kindergarten was to start in September, 1970. This added to space needs as Valley View did not offer kindergarten.

4. Research Flyer from New Jersey Department of Education Division of Research and Development. "Important Announcement - Most Current Up-to-Date Report on YRS". Hearing before General Sub-committee on Education, House of Representatives.

The Community was offered the following options:

1. Class size of 50-60
2. Split sessions
3. Higher taxes to build four more buildings
4. Use school all summer, or a
5. Combination of the above.

Indications were that growth would continue and some buildings would be required, anyway.[5] Finally, a combination of the above options were chosen. From this decision, 45/15 was adopted.

Other positive steps were taken. The State Chambe of Commerce endorsed the plan[6] and the State Legislature passed, enabling legislation so there would be no loss of state aid.[7]

5. "D. H. E. W. Publication No. (O. E.) 7209", op. cit., p. 9
6. "Beckwith, Robert M., A Major Step Toward Efficient School Operation", Illinois State Chamber of Commerce, 1970
7. "D. H. E. W. Publication No. (O. E.) 7209", op. cit., 5-6

EDUCATIONAL CONSIDERATIONS

George Thomas, in Administrator's Guide to the Year-Round School,[8] summarized the educational advantages of the Extended School Year (ESY). These points will be presented with supportive findings from districts who have employed a 45/15 plan for ESY.

Thomas states that double sessions schooling can be avoided or eliminated, if in use.[9] Many school districts, such as, Valley View, Illinois; LaMesa-Spring Valley, California; Prince William County, Virginia, first viewed ESY programs because of overcrowded conditions. Citizens' disfavor for schools operating on split sessions caused Boards of Education to turn to ESY programs as an alternative course.

The Valley View School District had an increased enrollment of 85 pupils in 1953 to 5,500 pupils in 1969-1970, with a prediction of 1,700 pupils for the 1970-1971 school year. After launching the "Valley View 45/15 Continous School Year Plan", this district reported a 33% saving on classroom space. The community of Valley View rated this space saving characteristic as one of the most beneficial results of the 45/15 plan.[10]

8. George Thomas, Administrator's Guide to the Year-Round School, Parker Publishing Company, Inc., New York, 1973, p. 22-23.
9. ibid., p. 22
10. "Final Report, Evaluation of the 45/15 Plan, A Year Round School Operation of Valley View School District 96", Office of the Superintendent of Public Instruction, State Office Building, Springfield, Illinois, 1972.

The following chart indicates gains in classroom space using various ESY programs:

Table 2-1 [11]

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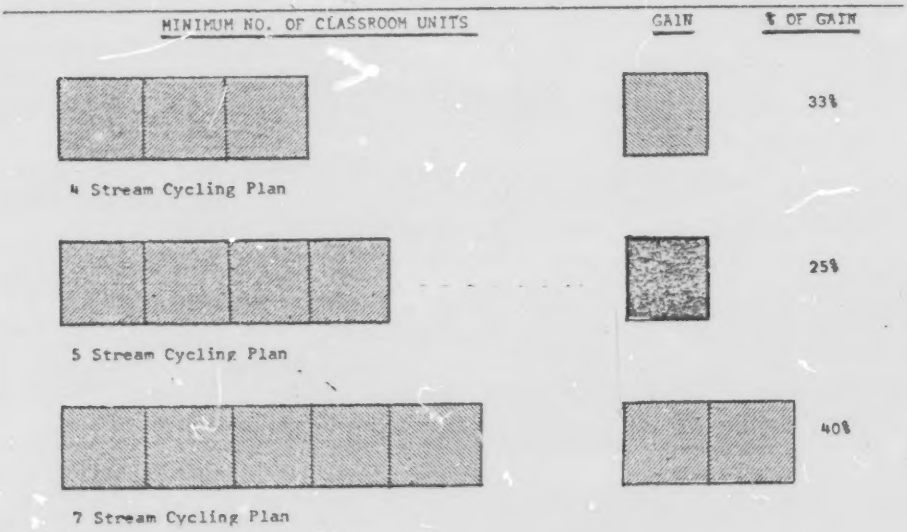
SPACE SAVING POTENTIAL OF CYCLING PLANS TO SCHOOL SYSTEMS WITH A GROWTH PROBLEM



In addition to space, Thomas reports "some continuous learning year plans provide extra instructional time".[12] The period in the fall when six to eight weeks of skill reviewing appeared necessary after three months absence from school is eliminated. Also, meaningful reinforcement to skills taught during late spring is provided in the summer months. Therefore, the spring "tooling down" and the fall "tooling up" period are replaced by purposeful instructional time.

11. op. cit., Thomas, p. 81

12. ibid., p. 22-23

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The evaluation data of the La Mesa-Spring Valley School District showed 68% of the teachers, students, and site administrators agree that less time is spent in reviewing past work.[13]

Another strong point in favor of ESY programs is the increase in learning retention. Vacation periods are shorter so less time is provided for "forgetting" to take place. With the traditional system, high rates of regression were reported, as can be seen from the following charts:

Table 2-2

THE INCREASE IN READING RETARDATION ATTRIBUTED TO EXTENDED SUMMER VACATIONS

Grade	Mean Retardation In June (Months)	Mean Retardation in October (Months)	Increase in Mean Retardation (Months)
	A. The Increase In Retardation In Reading Comprehension		
2	7.6 months	4.5 months	
3	6.3	7.9	.3 months
4	9.9	11.6	5.3
5	11.7	12.7	2.8
6	....	17.2	5.5
	B. The Increase in Retardation in Reading Word Knowledge		
2	6.1 months	6.1 months	--
3	4.9	9.4	3.3 months
4	9.1	12.8	7.9
5	14.2	13.6	4.5
6	....	14.0	.2

Based on Metropolitan Achievement Tests administered to 1,300 pupils in June and then in the following October.

13. Dr. James R. Runge, "La Mesa-Spring Valley School District Evaluation Data - Year-Round School," February 1973.

Table 2-3

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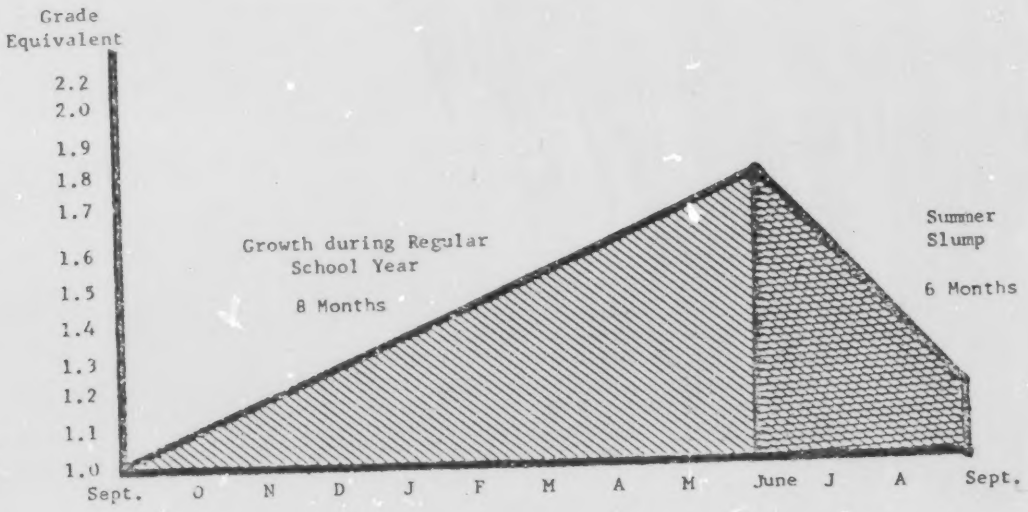
THE READING LOSS OF DISADVANTAGED CHILDREN OVER THE SUMMER



Student failure is reduced because it is easier to make up deficiencies, states Thomas. Publications for the Valley View School District reinforce this point.

> "One of the beneficial aspects of the 45-15 Plan is the opportunity for improving the student's educational program. Schools have been criticized for their failure to meet the needs of the slow as well as the under-challenged learners. Schools "pigeonhole" students for nine continuous months only to learn, come spring, some can't keep up while others should have been moved ahead. It is rarely justified to hold students back or move them ahead an entire school year. So what do the schools do? They pass them on unprepared or insufficiently challenged. Either way the child is the loser.
>
> In the 45-15 Plan the child is evaluated every 45 school days, or about the same span of time schools presently issue report cards. If it is found desirable to have the student repeat his school work, the school, in consultation with the parents, will enroll the child in the next scheduled 45-day school period which covers the same learning experience. As a result the child does not lose a

14. op. cit., Thomas, p. 217

> whole year in his academic and social development. This same procedure can be utilized in reverse by the fast learner to advance at a pace more appropriate with his abilities." [15]

Reviewing the educational results from pre-test and post-test material, it can be concluded that students from an ESY Program learn as well as students educated in the traditional manner.

La Mesa-Spring Valley School District lists the following findings after scholastic measurements were taken:

1. Students in Year-Round School perform as well in scholastic achievement as do their counterparts educated on a traditional or nine month instructional calendar.

2. The longitudinal study in the primary grades indicates a greater increment of growth in reading under the Year-Round calendar than under the nine month calendar.

3. The longitudinal study in the intermediate grades indicates a greater increment of growth in reading and language under the Year-Round calendar than under the nine month calendar. In arithmetic, however, students educated under a nine month calendar showed greater growth than did their counterparts in Year-Round School.

4. The Wide Range Achievement Test study indicates very similar performance between the two groups (Year-Round School, nine month). The months of progress from pre-test to post-test favored the nine month school on nine measures, the Year-Round School on six measures, and on three measures there were no differences. It should be noted, however, that on thirteen of the eighteen measures the base line achievement of the students in the control group (grade equivalent mean) was higher to begin with. It is reasonable to suggest, therefore, that a greater increment of growth for the control group would be expected. [16]

15. "A Major Step Toward Efficient School Operation, The Valley View 45/15 Continuous School Year Plan", Illinois State Chamber of Commerce.
16. op. cit., Runge, p. 11-12

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A graphic view of the La Mesa scholastic measurements are presented in the following charts: [17]

TABLE 2-4

EVALUATION OF YEAR-ROUND SCHOOL - LMSV SCHOOL DISTRICT

WIDE RANGE ACHIEVEMENT TEST 1971/72 READING

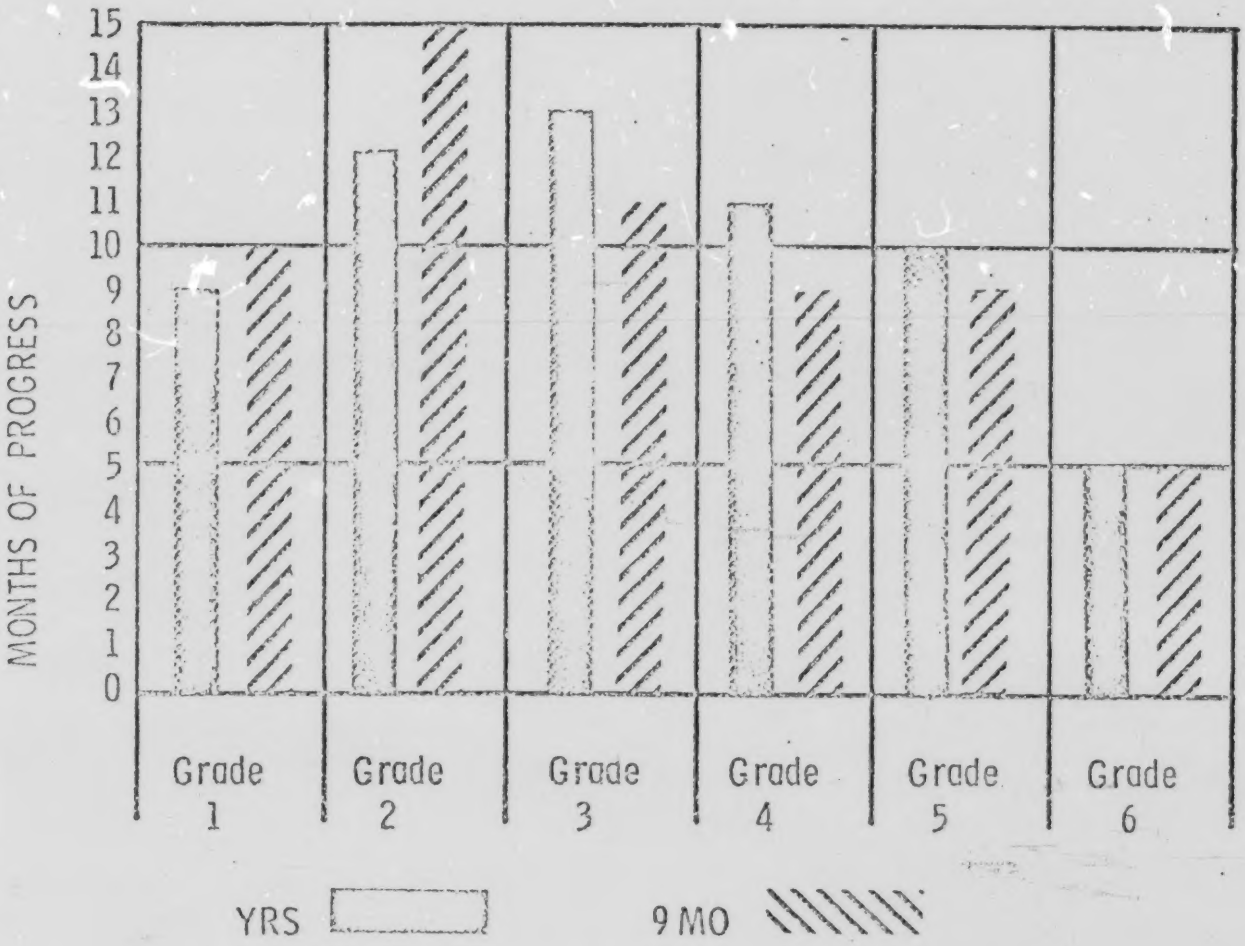

TABLE 2-5

EVALUATION OF YEAR-ROUND SCHOOL - LMSV SCHOOL DISTRICT

WIDE RANGE ACHIEVEMENT TEST 1971/72

ARITHMETIC

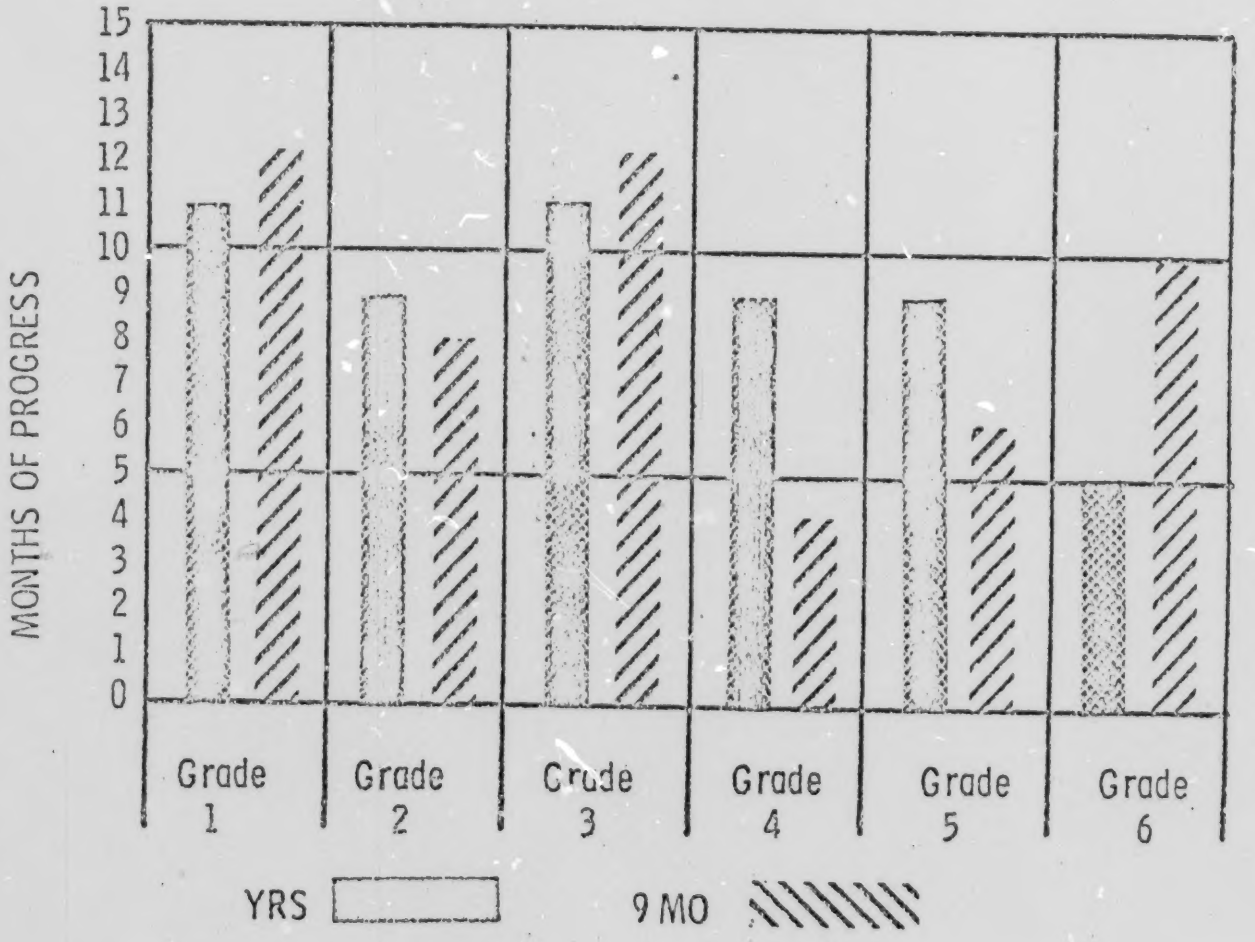

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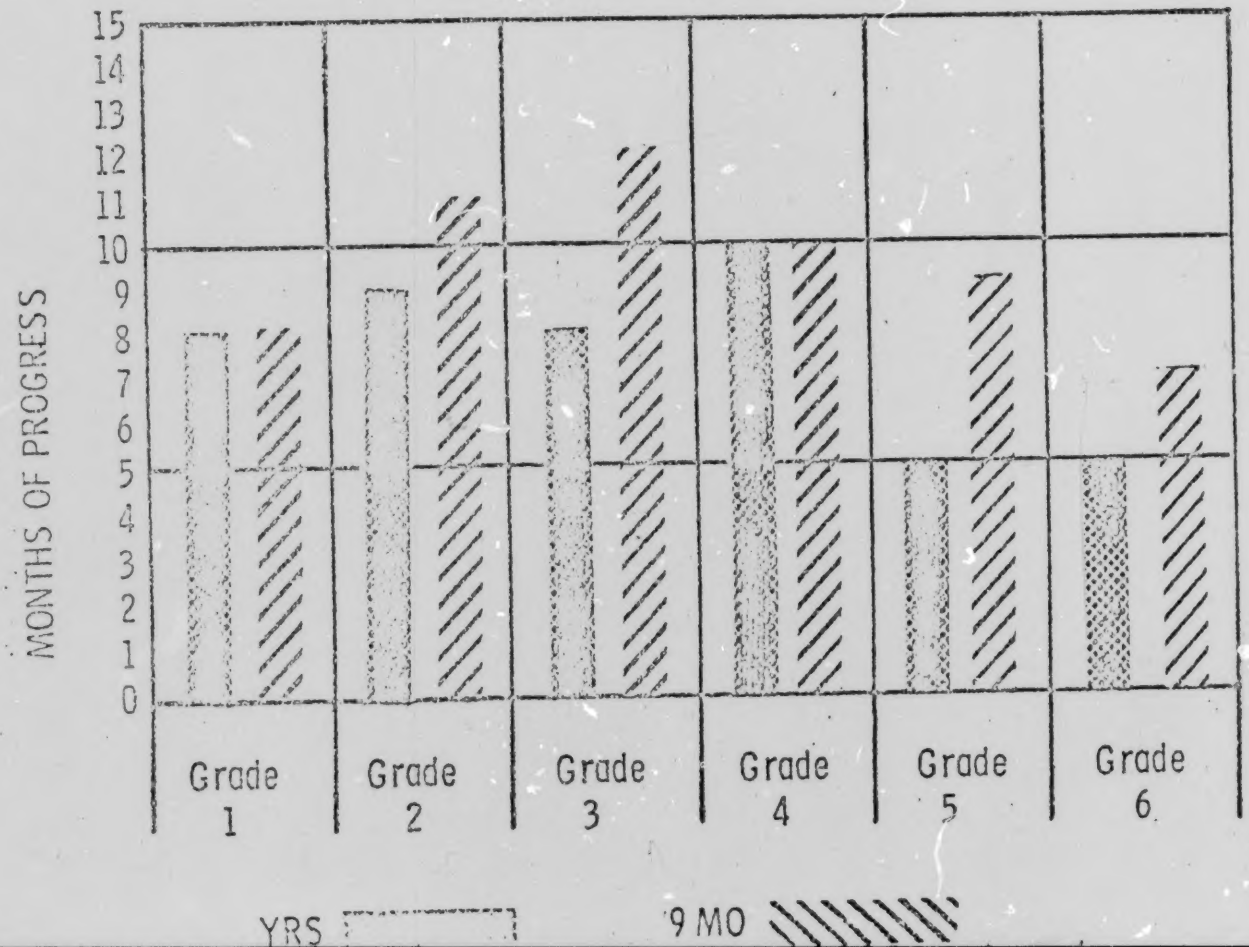
TABLE 2-6

EVALUATION OF YEAR-ROUND SCHOOL - LMSV SCHOOL DISTRICT

WIDE RANGE ACHIEVEMENT TEST 1971/72

SPELLING



17. ibid., p. 8, 9, 10.

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"Table 2-7 shows reading achievement levels reached by primary grade children who had completed two 200 day learning years. These average children were in the third yezr of an all year school program when they took the Metropolitan achievement test. The national norms for the reading test called for a 3.2 level of accomplishment for children in their intelligence range. To everyone's surprise and the pleasure of the parents and some educators, the ESY children had a median word knowledge that was nine months above the national norm and six months above the control group. The ESY reading comprehension score was ten months abcve the national norm and eight months above the control group median.

The test scores were examined over and over again by experts in educational statistics. From a statistical standpoint, they were educationally sound at the 1% level." [18]

18. op. cit., Thomas p. 220

Table 2-7

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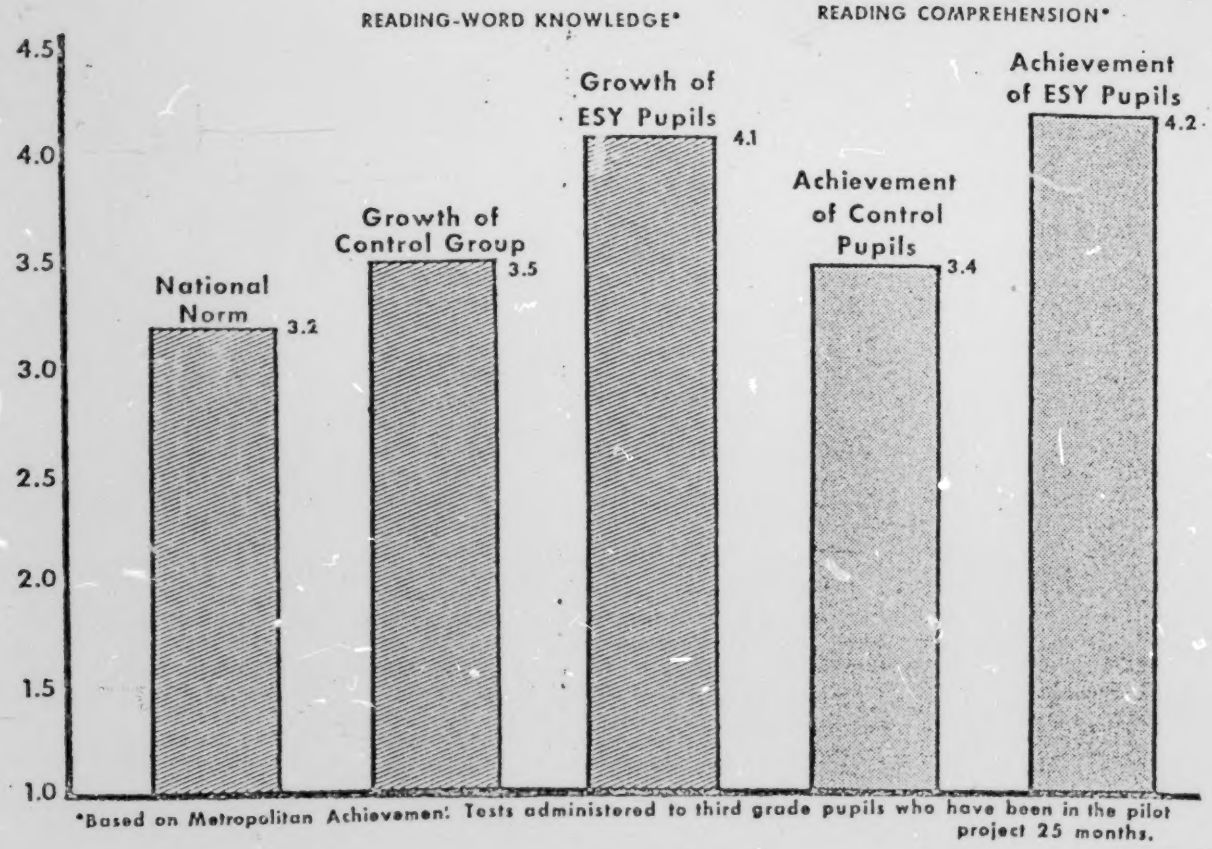
COMPARATIVE GROWTH IN READING ACHIEVEMENT OF ESY PUPILS AND THOSE IN A CONTROL GROUP



*Based on Metropolitan Achievement Tests administered to third grade pupils who have been in the pilot project 25 months.

Another educational advantage put forth by Thomas is "the continuous learning plan will serve as a catalyst, forcing changes to occur.... curriculum upgrading and a modification of teaching and administrative practices."[19] This situation was and is occuring in the Valley View School District which has implemented a 45-15 plan since 1971. Adminstrators report teachers organize into teams to solve organizational problems. Individualized instruction was a natural outcome when teachers began to work in a 45-15 plan. In the 1972 questionnaire, the staff reported a concern and growing interest for team teaching and individualization techniques.

19 ibid., pp. 92-93

The La Mesa-Spring Valley District reports 77% of teachers, administrators, and students agree that a wider variety of educational programs has been provided since the 45/15 program has been employed.[20]

Some other factors of an educational nature should also be considered when evaluating the 45/15 plan. In reviewing all the material from various districts and the books written on E.S.Y., statements to support the following keep appearing:

1. Teacher and student fatigue is less.
2. Opportunity to take enrichment courses is more available.
3. Dropout rate is reduced.
4. Absenteeism by both teacher and student is reduced.
5. While year-round employment is available to teachers, the option of allowing for extended study or travel is also available.
6. Juvenile delinquency and discipline problems in school are reduced.
7. Ability to enter kindergarten four different times a year allows the student to enter at the optimum time for him educationally, rather than chronologically.
8. Entry into the same grade four times a year creates desirable conditions for individualization and grouping. It can do away with the idea of social promotion and retention in the elementary grades.
9. An influx of diversified short courses into the secondary curriculum increases student interest.[21]

20. op. cit., Runge
21. Proceedings, 5th National Seminar on Year Round Education, 1973, Virginia Department of Education, p. 18, passim.

FINANCIAL CONSIDERATIONS

In reviewing information regarding ESY, substantial evidence is available to show that savings can be expected from a 45/15 Extended School Year. Evaluations of ungoing programs make various points:

A. 45/15 makes one third additional space available immediately.[22]

B. 45/15 will provide a slower rate of increase to taxpayers.[23]

C. This program offers an opportunity to retire obsolete buildings which are expensive to operate.[24]

D. A point has been made that schools and other Board possessions, i.e., buses, represent a large capital investment and should not stand idle two to three months of the year, deteriorating and becoming a target to vandals or thieves. The cost of repair and/or replacement is very high.[25]

E. Savings in construction costs, outfitting, and debt service for new buildings is immediately recognized when they are not needed or fewer buildings are needed.[26]

F. A 2-4% savings in transportation can be realized as fewer buses will be needed at any given time and fewer additional drivers will be needed over the years. This is possible because only 75% of students will be transported at any given time.[27]

G. School plant operation and maintenance costs is an area of controversy. Some items will increase because existing plants will operate an additional two months. However, offsetting dollar savings can be realized from the reduced need for buildings, new and old. For example, custodial, heating, and utility costs for a new high school will generally go a long way toward offsetting air conditioning and other operating and maintenance cost increases.[28]

22. "Readers Digest," Reprint, op. cit., pp. 1-2
23. "D. H. E. W. Pub.", op. cit., p. 12
24. ibid.
25. Lehigh Valley School Study Council, May 1972 Year Round Schools-Can They Really Save Money?, p. 14
26. Thomas, op. ciy., p. 27
27. ibid.
28. ibid.

H. In the instructional areas, fewer textbooks would be required because only three quarters of the students would have need of them at any given time. This can hold true with library costs as well. Fringe benefit costs for teachers can also decrease. Every time three teachers choose to work a full year, they do the work of four under a traditional calendar.[29]

I. One area which is not shown in a school budget is a reduction in the loss of taxable property. Every time property is acquired by the Board for new construction, this property goes off the tax rolls.[30]

Financial savings can be realized under the right conditions. To achieve maximum economy, the program must include a mandated balanced enrollment. The teacher pupil ratio must remain the same while reducing the personnel.[31] An important factor would be staff flexibility. An inflexible staff can increase some cost items whereas a flexible staff can make unexpected savings possible in some areas, while improving the climate for learning.[32]

29. ibid., p. 28
30. Lehigh Valley, op. cit., p. 10
31. ibid., p. 11
32. Thomas, op. cit., p. 28

COMMUNITY CONSIDERATIONS

Community acceptance is vitally important to the successful operation of an Extended School Year program.

Emotionalism and the breaking of tradition are important factors in supporting or rejecting E. S. Y., bias, prejudice, fear of maintaining the status quo; however, the chief factor is lack of understanding. Parents, for example, want to be assured that their children will not be harmed. Principals want to be assured that the new program can be scheduled and school board members want assurance that the new program will not cost more money. [33]

Regardless of the location of the community, there are several questions which are always asked regarding E. S. Y.

Question: How does 45/15 work ?
Answer: As was mentioned earlier, three quarters of the school population, only, will be in school at any given time.

Saturdays and Sundays, all legal holidays, a week at Christmas and a period of five to nine class days in July (as an adjusting period) are designated as school closing times. Calendars are prepared five years in advance to insure that the pupil's schedules are in logical segments. When classes are not in session, however, the buildings are open for maintenance, athletic events, community activities and library service.

33. ibid., p. 23

All children (K-12) are placed in one of four groups (A, B, C or D) according to the small neighborhood in which they live. Unless the parents request differently, all children in the same family are placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings. The four groups always stay in the same order of rotation. [34]

Question: Will 45/15 save me money:

Answer: This is mentioned in various places throughout. In brief, while E.S.Y. does not eliminate increases in taxes (inevitable), it does show the rate of increase. While the total budget figure will continue to rise, the Per Pupil Cost will decrease anywhere from 2% to 9.6%. Most increases are due to inflation and larger enrollments. [35]

Question: How does this schedule effect our vacation?

Answer: Each family will enjoy a three week vacation during each season of the year. In addition, there will be time off at Christmas, Easter, and during July for maintenance. This schedule will give families a chance to travel when roads are less crowded, rates are not at their peak, and recreational facilities are not overtaxed. Thus, a greater variety of vacations are oprn to them. While E.S.Y. extends the beach and boating pleasure of summer in the fall well, it also allows for seeing New England in the autumn, skiing in the winter, and traveling to Florida and other such warm places in the colder weather. [36]

34. Research Flyer, Valley View, 45/15 Continuous School Year Plan, October 1972
35. D.H.E.W. op. cit., p. 12
36. ibid., p. 10-11

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Question: Will there be employment for my child who must save for college?

Answer: It has been increasingly difficult for high school students to get summer and part time work. There are just so many jobs available. Under a 45/15 plan, students and employers can arrange a sequential schedule and give more students a chance to work. [37]

Question: How will working mothers care for their children during three week periods?

Answer: What did she do with them during summers under the traditional calendar? It seems that if a baby sitter cares for a child, nothing is changed except that the period is shorter and more frequent. In Prince William County, Virginia, enterprising individuals created new businesses to assist working mothers. Employer sometimes cooperate by scheduling their work force so that mothers can have leave of absences while their children are on vacation. [38] Employers interviewed say their scheduling would be made easier if their employees would want their vacations scattered throughout the year instead of just in the summer. [39]

Question: What about non-working mothers?

Answer: First, this number is steadily declining as the family unit adjusts to contemporary life. However, shorter vacations were appreciated. It is much easier to cope with three week vacations rather than a two and one-half month vacation. [40]

37. ibid., p. 11
38. ibid., p. 10-11
39. "Readers Digest", op. cit., p. 3
40. ibid., p. 3

Question: Will my child lose out in summer recreational activities (Scouts, church, etc.)?

Answer: Generally, agencies can carry out a broader program which will not suffer from summer overcrowding. Community activities, such as Scouts, church groups, recreational programs are generally geared to those who participate. Since scheduling is based on the needs of the neighborhood it serves, the schedule will change as the needs change. [41]

Question: With one quarter of the children always out of school, wouldn't there be more juvenile problems?

Answers: First, the schools would be occupied all the time. It would, therefore, be a less desirable target for vandalism. With only one quarter of the student body out at one time, investigations of vandalism, petty thievery, etc. on the part of law enforcement officials would be considerably easier. Since 45/15 is based on a neighborhood concept, problems would also be localized. [42]

41. 15-45 Continuous Recreation, Romeoville Recreation Board, Romeoville, Illinois 1973
42. "D. H. E. W.", op. cit., p. 10

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Attitudinal surveys have been taken of students, parents and staff in various places. They have been compiled in a research brief put out by Educational Research Service, Inc.[43] Some of them are reproduced here for your purposes. Tables 2-8 and 2-9[44] represent student attitudes in the Prince William County School District. The columns that have colors as titles represent the attendance groups.

Table 2-8

Prince William County

DALE CITY 4TH GRADE

"How do you feel about going to school on the 45-15 Plan?"

Response	All	Boys	Girls	Neabsco	Dale City	Bel Air	Red	Blue	Green	Orange
Like it better	60%	56%	64%	63%	54%	61%	64%	59%	59%	55%
Don't like it as much	23%	25%	21%	22%	29%	18%	18%	28%	25%	23%
About the same	17%	19%	14%	15%	16%	20%	18%	13%	15%	22%

Sixty percent of the seventh graders and 57 percent of the fourth graders reported approval of "more breaks, more often." Twenty-three percent of the seventh graders also expressed that they don't get bored with school/vacations." When asked for disadvantages, 20% of the seventh graders and 7 % of the fourth graders said that year-round school caused vacation problems; 17% of the seventh graders disliked their color attendance calendar.

43. Research Brief, Evaluations of Year-Round School Programs, Educational Research Service, Inc., Arlington, Va., 1974

44. ibid., p. 10

Table 2-9

Prince William County

DALE CITY 7TH GRADE

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"How do you feel about going to school on the 45-15 Plan?"

Response	All	Boys	Girls	Red	Blue	Green	Orange
Like it better than than two semesters	67%	69%	65%	59%	72%	81%	58%
Don't like it as much as going for two semesters with summer off	19%	19%	19%	23%	17%	10%	26%
About the same as going to school for two semesters	14%	12%	16%	18%	11%	9%	17%

The parents gave their opinions, also. They are classified into

Table 2-10

Advantages Cited:	
Improves education for children	55%
Children don't need 3-month vacation	37%
Better utilization of facilities	21%
Varied vacation/travel opportunities	14%
Less boredom for students	12%
Better than split shifts/overcrowding	8%
Saves money	6%
Disadvantages Cited:	
Other children in family on 2-semester year	22%
Changes in family living patterns, vacations	19%
Educational disadvantages	8%
Prefer traditional school year	5%
Does not improve education	4%

"Almost two-thirds" of the parents polled said that their opinion of the 45-15 Plan had not changed since the program began in the summer of 1971. Of the thirty percent who had changed their opinion, eighty-eight percent of them had come to support the plan after disliking it initially.

45. ibid., p. 11

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In regard to the staff, their reaction is as follows: [46]

TABLE 2-11

Prince William County

DALE CITY STAFF

"What do you like best about the 45-15 Plan?"

Responses*	All	Men	Women	Admin.	Teachers	All Others
Four 3-week vacations	45%	24%	53%	40%	54%	27%
More student interest, motivation; less review	32%	35%	32%	40%	36%	20%
Improved education for pupils	17%	24%	14%	20%	15%	20%
Better teaching conditions	13%	11%	14%	–	19%	2%
Better curriculum	8%	11%	7%	30%	8%	4%
Miscellaneous	6%	5%	6%	10%	3%	13%
Everything	2%	3%	2%	–	1%	4%
Better student retention	1%	–	2%	10%	1%	–
Nothing	1%	–	1%	–	1%	–
No opinion	9%	11%	8%	–	3%	22%

*Respondents gave one or more opinions.

TABLE 2-12

Prince William County

DALE CITY STAFF

"What don't you like about it?"

sponses*	All	Men	Women	Admin.	Teachers	All Others
response	28%	32%	26%	40%	21%	42%
ck of teacher paid cation/leave periods	13%	22%	12%	–	16%	9%
scellaneous	12%	11%	13%	20%	10%	13%
cking, storage, moving tween sessions	11%	5%	13%	10%	16%	–
ck of preparation, ganization, evaluation time	10%	5%	10%	–	14%	2%
ogram and student scheduling oblems	10%	19%	7%	10%	12%	4%
thing	9%	3%	10%	10%	7%	13%
gh school not on 45-15 Plan	6%	5%	6%	10%	4%	9%
terferes with graduate work	4%	3%	5%	10%	4%	2%
mily vacation problems	3%	–	5%	–	2%	9%

espondents gave one or more opinions.

46. ibid., pp. 12-13

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All of Prince William County is not on 45/15. The opinions of those not on the program were also sought. It is interesting to note that the results showed the people with the least understanding of the program opposed it the most. As their understanding increased, their opposition decreased. The staff opinions are compared next.[47]

TABLE 2-13

Prince William County

OPINIONS OF 45-15 EDUCATIONAL BENEFITS

Dale City Staff Compared to (or vs.) County-Wide Staff

Chief advantages to 45-15 Plan	Dale City Staff	County-wide Staff
Provides better education	35%	16%
Better retention; less review time	30%	23%
More breaks for students	29%	20%
Higher interest, less boredom	24%	11%
Miscellaneous benefits	15%	2%
Can't say	6%	18%
Better utilization of facilities	2%	32%
Better family/student vacation options	3%	-
No advantages	-	2%

The next area that offered attitudinal data was the Becky David School in St. Charles, Missouri. The results of their Parental Attitude Survey is supplied next.[48]

47. ibid., p. 13-14
48. ibid., p. 16-17

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Attitude Surveys - Table 2-14

What is your child's attitude toward school?

40.5% -- child preferred year-round plan over 9-month plan

10.2% -- either plan was okay

22.6% -- child preferred the 9-month plan

20.1% -- child had expressed little opinion

6.3% -- parent had no opinion

Do you find the 3-week vacations more desirable than the summer vacation?

54.3% -- desirable

24.4% -- no strong feelings

16.6% -- undesirable

4.5% -- no opinion

After experiencing the year-round plan, would you:

83.9% -- prefer to remain on the year-round plan

1.6% -- prefer to go split sessions

10.5% -- prefer to increase property taxes to provide for building enough 9-month schools

3.8% -- other

Would you prefer the extension of the year-round program to the junior and senior high schools?

38.9% -- no

28.8% -- yes

32.1% -- if space needs dictate

If the money were available to build the necessary building, would you desire to return to the 9-month schedule?

35.0% -- yes

55.2% -- no

9.6% -- no opinion

The Chula Vista City School District outside Metropolitan San Diego also supplied some enlightening data. Table 2-15 tells of comments made by pupils and Table 2-16 tells of comments made by parents.[49]

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TABLE 2-15
Chula Vista, California
COMMENTS MADE BY PUPILS

	Percentage of Pupils Who Made Comment	
	Boys	Girls
What pupils liked about YRS:		
Spaced vacations	26%(23)	46%(53)
Intersession	12%(11)	5%(6)
More vacations	2%(2)	4%(4)
You don't forget over vacation	2%(2)	11%(13)
You don't get tired/bored with school	1%(1)	3%(3)
You don't get bored with vacation	1%(1)	4%(4)
Year-round is more fun	2%(2)	3%(3)
I like it because you do more work	0%(0)	3%(3)
I like the teachers	1%(1)	2%(2)
I like everything about year-round	7%(6)	6%(7)
What pupils disliked about YRS:		
Vacations/summer too short	19%(17)	4%(4)
Have to go to school during summer/hot	3%(3)	4%(5)
Vacation conflict with parents	2%(2)	8%(9)
In school when friends out/other school/other section	3%(3)	9%(10)
In school when older siblings out	1%(1)	4%(4)
Intersession	2%(2)	4%(4)
Forget during vacations	2%(2)	0%(0)
Miss special holidays	1%(1)	3%(3)
Get mixed up/changing rooms/the schedule	2%(2)	2%(2)
I don't like anything about year-round	4%(4)	3%(3)

49. ibid., pp. 20-21

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TABLE 2-16

Chula Vista, California

COMMENTS MADE BY PARENTS

	Percentage of Parents Who Made Comment
Positive Comments	
Academic advantage	58% (102)
Motivation increased	51% (90)
Intersession worthwhile	35% (62)
Vacation at times other than summer	24% (43)
Savings on school clothes	19% (33)
Children kept off streets	13% (23)
Efficient use of school plant	11% (20)
Can see child more often	8% (14)
Better plan for working parents	6% (11)
Sibling relationships aided	2% (3)
Neutral Comment	
Junior/Senior High School should go year-round	19% (34)
Negative Comments	
Disrupts vacations	18% (32)
Hard on clothes	6% (11)
Hard for working mothers	6% (10)
Cannot do things as a family	4% (7)
Do not like combination classes	4% (7)
Academic disadvantage	3% (6)
Intersession does not meet expectations	3% (6)
Staggered cycle is confusing	3% (5)

The professional staff in the Valley View School District, Illinois, was asked to complete a forty-eight question survey in 1970. Two years later, they were again asked to take the same survey. In eleven of those items, there was significant enough change to make them noteworthy. They are presented in Table 2-17. [50]

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TABLE 2-17

Valley View School District

CHANGES IN OPINIONS OF THE PROFESSIONAL STAFF TOWARD THE 45-15 PLAN (1970 VS. 1972)

A = More strongly agree than 2 years ago.

D = More strongly disagree than 2 years ago.

1.	The track your own children are on is the best for your family.	A
2.	Your own attitude toward the 45-15 Plan is good.	A
3.	Families have gotten used to several short vacations and most have given mild or strong support after one year.	A
4.	The families in Track A (first to enter the program) are the most negative toward the 45-15 Plan because they had to start first.	D
5.	It is much harder to teach under the 45-15 Plan.	D
6.	Absenteeism has been much higher during the summer months.	D
7.	Half or more of the children return to the schools during their vacations at least once a week (libraries, extra-curricular activities, field trips).	D
8.	The 45-15 Plan will be in operation three years from now.	A
9.	There has been a greater variation in the sizes of classes under the 45-15 Plan.	A
10.	Taxpayers without children feel more positive toward District #96.	D
11.	All in all, the 45-15 Plan is the most exciting educational innovation I have ever participated in.	D

50. ibid., p. 23

As the conclusions for the completed study will be written by the Steering Committee, there will be no conclusions by the Research Committee here. It might be appropriate, however, to quote from a report developed by the Illinois Department of Education:

1. The 45-15 Plan is one feasible and workable plan by which to operate a year-round school program.
2. Community and school can make the necessary adjustments to the 45-15 Plan in work and vacation patterns without building a reservoir of resentment or hostile feelings.
3. The 45-15 Plan, though superficially only a re-scheduling of the school calendar, has within it certain features that stimulate curriculum change.
4. The evidence on the 45-15 Plan shows that the innovation is becoming institutionalized and probably will last a long time, especially with enrollment increases and shortages of tax dollars continuing.
5. The 45-15 Plan does require certain administrative and community conditions to increase the liklihood of success.

    a. A demand for more classroom space.

    b. Careful planning on student and teacher scheduling.

    c. Community that has high level of trust in the school district.

    d. Teachers desiring more days of employment or more relaxed employment.[51]

51. Office of Superintendent of Public Instruction, "Final Report - Evaluation of the 45/15 Plan," Springfield, Illinois, July 1972

CONCEPT AND IMPLEMENTATION SUB-COMMITTEE REPORT

The Concept and Implementation Sub-Committee has met on various occasions and feel that they have dealth with the objectives of the Feasibility Study which has been charged to them. Rather than to treat each objective individually, it might be better if a report of our meetings were presented. In that way, one will understand what each meeting accomplished as well as how the objectives were handled.

On October 25, 1973, with nine Sub-committee members present, the first of our objectives (1.2) was accomplished.

After a review and discussion of the nature of the community and the three acceptable ESY Programs, (please note there are 67), it was determined by vote of the members present that we would recommend a mandated 45/15 ESY Calendar for the Brick Township School system. As this was a major piece of work, this was the only piece of business for that evening.

The next meeting was held on November 19, 1973. An enlightening discussion regarding the relationship of 45/15 and the Brick Township Elementary Division, was led by Mr. Murphy, our Assistant Superintendent. Many things were decided upon. Mr. Murphy emphasized that the major criteria of this project must be that it is "educationally sound".

With this criteria in mind, several recommendations were decided upon. They are as follows:

1. In the K-5 Division, the teacher should be "lock-stepped" with his class. This means every time the class is on vacation, so, too, is the teacher. This is necessary in order to maintain and develop the student-teacher relationship throughout the 180 day academic year. The teacher would be able to, however, increase his work year by fifteen days. He can do this if he elects to pick up a new class immediately upon the graduation of his old class and not take his three week vacation. (It should also be noted that the teacher/Board negotiations may be affected inasmuch as the teacher would be contracted for twelve months rather than for ten months, even though the number of work days could theoretically be the same).

2. The 180 day academic year could be expanded or contracted by 45 day quarters to fit the individual needs of the student's educational requirements. This would especially be true for children going from kindergarten to first grade. This could replace, especially in the primary grades, our traditional "social promotion" or "retention" patterns. Continuing along this line of thinking, children could enter kindergarten four different times a year. This method would be more compatible with student's individual needs.

3. An "Open Space" type of teaching should be considered when the construction of new buildings are planned in the future. For our purposes, "Open Space" means that four classes can be taught collectively by three teachers in an enlarged teaching station. Keep in mind that one of these classes are always on vacation so there would always be the ratio of one class to one teacher. A creative staff could make this work, regardless of the building design.

4. Curriculum was the subject of much discussion. It was Mr. Murphy's opinion that no curriculum revision in K-5 was necessary for the implementation of 45/15. Different teaching techniques were explored. Besides, the "Open Space" method, other methods were discussed. I. P. I. (Individualized Prescribed Instruction) and nine week learning packets were mentioned. These, and other such methods could be a corollary to the 45/15 learning calendar.

Mr. Mayer, Assistant Superintendent in charge of Secondary Division and Mr. Pagano, Principal of Veterans Memorial Middle School, were present at our Sub-committee meeting of December 10th.

The first topic of the agenda was 9-12 curriculum. It was Mr. Mayer's opinion that the present courses should be made into one quarter courses (i.e., forty-five day units of learning). This is desirable, whether Brick Township goes on ESY or remains on a more traditional schedule.

Mr. Mayer stated that there are various advantages to this type of course. The more obvious is that students wouldn't be required to stay in classes for long periods of time in which they had no interest or were failing. Also a broader offering of courses could be available with this type of plan. As to disadvantages, Mr. Mayer felt there would be none to students but that one quarter courses would cause administrative problems.

These administrative problems were discussed further. The singleton courses (i.e., French IV, offered only once a year), would be difficult to schedule. With increased course offerings and the College Advanced Standing program, however, this problem would be reduced. Prerequisites were discussed. It was decided that this would be no great problem. Very few exist now and they might even decrease if the change to one quarter courses takes place, for each one quarter course should be a whole in itself.

An advantage of ESY was brought up at this time. The advantage was that a student, who chose to, could finish high school in less than four years. This, too, could help problems such as singleton courses. Another advantage mentioned at this time was that 45/15 could have a very positive effect on distributive education.

The middle school curriculum then became the topic of conversation. At this time, both Mr. Pagano and Mr. Mayer gave their opinions on this subject. It was said that probably the fastest way to implement 45/15 in the middle schools is to stylize them similar to the way 9-12 is presently (i.e., departmentalized). Mr. Mayer could see no insurmountable problem in implementing ESY in the middle school. ESY could be an asset to the middle school program.

Summer school was the next topic of discussion. It would disappear as we know it and be replaced by a three week inter-session course as the need arose. It was also mentioned that since the courses are only 45 days and not 180 days, the course could be repeated with much less difficulty. The need for a summer school type program would be greatly reduced.

Brick's relationship with other districts was the next topic of discussion. The Ocean County Vocational School was the chief area of concern. Fear was expressed that their scheduling of classes would not be compatible with ours, if we were to switch to 45/15. Upon further investigation by Mr. Mayer, it was found that 45/15 could be

accommodated by the County Vocational School, but, at present, it would be difficult. However, there is consideration of expanding both the facilities and extending the program into the summer. If this were done, 45/15 would offer little difficulties.

In regard to extra-curricular school activities, it was felt that 45/15 would have no negative effect, provided that the student is allowed to participate in these activities even though he is not attending academic classes at the same time. It was brought out that Mr. Harold Handchen, Director of Athletics, submitted a report to the Feasibility Study Committee on this topic. His report is presented on the following pages in its entirety. Following that is a solution that the Illinois High School Association devised to alleviate any eligibility problems that might arise.

"TO: Mr. Fred Underwood

FROM: Harold L. Handchen, Director of Athletics

SUBJECT: THE EFFECT OF THE EXTENDED SCHOOL YEAR ON THE BRICK TOWNSHIP HIGH SCHOOL ATHLETIC PROGRAM

The first point you asked me to consider was playing baseball at the same time they are in season nationally. Nationally, the season runs from April through October. It would be ideal to have a summer program but you would have no other schools to play unless a number of other schools would also be on an extended school year. I feel it would be worth a try to have programs such as baseball in the Spring and also the Fall. We could do this because of the size of our high school. I am using baseball as an example because you asked me to consider this sport; but it could also apply to other sports such as soccer, golf, basketball, track, tennis, etc. You must be aware of the trend in sports at the present time. Many coaches are pushing so hard for their particular sport that basketball players are playing the year round now. Baseball players, golfers, ice hockey players are spending more and more of their time in their particular sport. You have the national trend in

sport camps. Every major sport has many, many camps or schools keeping boys and girls busy the year round.

In Brick we have hockey and basketball schools. Ocean County has in addition to this soccer, tennis and baseball schools and camps!

When we went to high school we did not concentrate on one sport as kids do now because of the constant pressure of coaches. A boy can't play three, four or five sports as we did in high school. When football season ended we went to basketball and forgot about football until the next Fall. After basketball we played soccer in the Spring then we went to baseball, track and golf. The only time we played basketball was during the Winter season, but not today. Boys play basketball the year round now. The same goes for hockey, soccer and other major sports. The present trend in athletics would lend support to an E.S.Y. athletic program.

The second point you mentioned is that students should be allowed to participate even though they are not scheduled for academic sessions.

The N.J.S.I.A.A. semester refers to the periods September 1st to January 31st and February 1st to June 30th for purposes of eligibility. To be eligible for athletic competition during the first semester, September 1st to January 31st, a pupil must have received a passing grade in each of three or more studies equaling fifteen (15) regular high school diploma credits for the preceding school year. To be eligible for athletic competition which begins during the second semester, February 1st to June 30th, a pupil must have received a passing grade in each of three or more studies, equaling seven and one half (7 1/2) diploma credits at the close of the preceding first semester or mid year, January 31st.

The State also defines the sports seasons as Fall, Winter and Spring. You are told football, soccer, cross country and field hockey practice cannot start before September 1st and the season must end by November 31st.

The Executive Committee must give a school permission to play a sport out of season, which would have to be done in our situation with an E.S.Y. type of program.

I personally feel that an E.S.Y. would not help the athletic program. Boys and girls would have a different attitude toward sports if they were not in school. They would have a chance to work full time and make money for their college education. They would work and even play during the day and not be rested for an afternoon game.

The sports that run through the Christmas and Easter seasons present problems to the coaches. Some parents take vacations and naturally take their children with them. I have had coaches ask me to change a game from the Easter season to a period either before Easter or after Easter vacation. This applies to the girls sports program more than the boys.

I have attempted to answer your questions and hope this information is what you wanted. If I can be of any help in the future, please feel free to call on me at any time."

"ILLINOIS HIGH SCHOOL ASSOCIATION

In early 1971, Mr. Robert Grant, Assistant Superintendent of Public Instruction under Mr. Ray Page the former Superintendent of Public Instruction, met with board members of the Illinois High School Association. The purpose of the meeting was to discuss various aspects of 45-15 operation as it could pertain to eligibility of students participating in athletic, speech, and music activities.

The major question to be resolved was: "Would a secondary school operating a 45-15 Plan violate certain rules and regulations of the Association?" After several meetings with representatives of District #96, the high school principal and the athletic director of Lockport West High School ("Old District 205"), the Board of the Illinois High School Association ruled:

"That students may be eligible to participate during the fifteen day vacations provided they were eligible at the conclusion after the preceding 45 day period. However, if an athlete is ineligible at the end of a 45 day period, he may not regain eligibility until he has re-established fifteen hours of passing work following his vacation. All practices during this fifteen day period must be the kind and frequency which would be held if the student were attending school."

Consequently it has now been determined that operation of a high school according to the 45-15 Plan does not conflict in any way with the rules and regulations of the Illinois High School Association."

The next meeting was held on January 7, 1974. This meeting dealt primarily with Plant Capacities and Pupil Population. Tables 3-1 through 3-4 were examined at this meeting. It was decided, based on the statistics available, that even if 45/15 were to be implemented in September 1974, a new high school would still be needed. The

only effect 45/15 would have on acquiring a new high school would be to lessen the degree of urgency. It would take us off split sessions, but we would still be operating above capacity.

Table 3-1 [52]

BRICK TOWNSHIP PUBLIC SCHOOLS
BRICK TOWN, N. J.

SCHOOl PLANT PUPIL CAPACITIES

Grades	No. of Teaching Stations	Schools	Functional Capacity	Emergency Capacity	As of 11/30/73 Pupil Pop.
9-12	89	High School	2,155	2,536	2865
6-8	42	Veterans Middle	1,033	1,175	1268
6-8	36	Lake Riviera	916	1,048	1094
K-5	31	Veterans Elem.	800	850	871
K-5	44	Emma Havens Young	1,054	1,122	1172
K-5	24	Drum Point	600	640	654
K-5	24	Midstreams	600	640	592
K-5	24	Lanes Mill	600	640	703
K-5	16	Osbornville	350	417	405
K-5	10	Herbertsville	300	324	267
K-5	8	Laurelton	175	237	200
Total	348		8,583	9,629	10,091
		High School	2,155	2,536	2,865
		K-8	6,428	7,093	7,226
			8,583	9,629	10,091

52. Information sheets, Brick Township Board of Education Building Program

Table 3-2 [53]

Functional Capacity	Emergency Capacity		
2,155	2,536		H.S. capacity under current schedule
+ 388	+ 456	18%	" " " 45/15 schedule
2,543	2,992		" " " " "
6,428	7,093		K-8 Capacity under current schedule
+1,607	+1,773	25%	" " " 45/15 schedule
8,035	8,866		" " " " "
10,578	11,858		K-12 capacity under 45/15 schedule
-8,583	-9,629		" " " current schedule
1,995	2,229		" " increase under 45/15

Using the Functional Capacity figures as our basis for consideration, 45/15 makes it possible for Brick to increase its seating capacity by 388 in the High School and 1,607 in K-8. Even with these very conservative estimates, 45/15 would give us more seats than we have students today. However, there still would be a shortage in the High School. This would not be true if you used "Emergency Capacity" figures. In regard to the K-8 capacities, it was decided that 45/15 would create excess pupil capacity, but only temporarily. The committee felt that the excess would be short-lived due to approximately 400 new housing units in Herbertsville, alone, over the next few years. (see Table 3-3)

53. ibid

Table 3-3[54]

ESTIMATE OF MULTIPLE DWELLING RESIDENCES

Township of Brick
Ocean County
New Jersey

Name of Development	Number of apartments, condominiums, etc.
Brick Town Manor	90
Briar Mills South	168
Briar Mills Village	174
Burnt Tavern Manor	284
Cedar Pine Apartments	19
Drum Point Arms Apartments	188
Evergreen Woods Park	794
Finchley Gardens of Brick Town	520
Greenwood Park	162
Greenbriar (Skylark Village)	1,394
Hurricane Harbor	48
Kentwood Village	466
Lanes Mill Apartments	202
Laurel Brook Apartments	242
Laurelton Garden Co-Operative, Inc.	214
Laurelton Plaza	20
Plaza Terrace	53
Riviera Realty	72
Senior Citizen Complex	105
Surry Docks	180
Sutton Village	252
Sylvan Glade	657
Winding River	225
	6,467
	- 1,938 (Senior Citizens)
	4,529
	- 3,969 (to be built)
	560
	- 560 (old Apts.)
	-0-

Note: The information for the above estimate was compiled from approved Site Plans on file with the Municipal Engineer of the Township of Brick and the Secretary of the Planning Board of the Township of Brick. Where these plans were not available, an on-location count of apartments was taken.

54 ibid

The excess was discussed. The committee felt it would be presumptuous of them to decide what to do with this excess capacity. They did speculate that if 45/15 were speedily implemented, the Osbornville and Laurelton Schools might be closed temporarily. Possibly, the Laurelton School should even be sold. Because of its location, it would bring a good price. The money could be used to pay for air-conditioning or purchase acreage elsewhere. This would be in keeping with the K-8 neighborhood complex. Remember, however, that by the time 45/15 were ready to be implemented, any excess capacity would probably be eliminated by increased population.

If any decision to suspend operations at either school were made, the Administrative, Medical and Civil Service personnel from these two buildings would be transferred, accordingly, to meet increased demands on the other buildings that 45/15 would bring. Also, the teachers would relocate along with their students. This subject is treated in depth in the Pupils, Facilities, Staff and Finance Subcommittee Report.

In other matters on the agenda, the following things were decided:

1. Air-conditioning should be a pre requisite to the implementation of a 45/15 schedule. It was mentioned that the results of the teacher survey showed that there was a high degree of concern in regard to this matter.

2. Building maintenance would have to be carried out differently, modeled after industrial or hospital facilities, for example.

3. The Recreation Commission would not be able to use the school facilities for their summer playground programs. (They probably wouldn't want the schools anyway due to the changed vacation schedules of the students.)

Table 3-4 is inserted here because it was also available at that meeting. It gives some information as to pupil enrollment, but it does not consider in-migration.

TABLE 3-4 [55]

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PUPIL POPULATION GROWTH, "HEAD COUNT" PROJECTED, 1973-1978

Grade	Actual Sept. 1972	1973	1974	1975	1976	1977	1978
K	776	776	776	776	776	776	776
1	775	776	776	776	776	776	776
2	800	775	776	776	776	776	776
3	800	800	775	776	776	776	776
4	775	800	800	775	776	776	776
5	788	775	800	800	775	776	776
6	760	788	775	800	800	775	776
7	720	760	788	775	800	800	775
8	720	720	760	788	775	800	800
9	835	720	720	760	788	775	800
10	725	835	720	720	760	788	775
11	625	725	835	720	720	760	788
12	508	625	725	835	720	720	760
Spec.	139	139	139	139	139	139	139
Totals	9,746	10,014	10,165 (+151)	10,216 (+ 51)	10,157 (+ 59)	10,213 (+ 56)	10,269 (+ 59)
5% increase over "head count":		501	508	511	509	511	513
		10,515	10,673	10,727	10,666	10,724	10,782

55. ibid

The final meeting of the committee was held on March 4, 1974. The purpose of this meeting was to make conclusions.

During the meeting it was stated that there was insufficient information on pupil enrollment projections. The Project Director was requested to acquire additional information regarding this topic. Table 3-5 and Table 3-6 is in response to that request. They appear later in this report.

After reviewing the work of the previous meeting, a list of advantages and disadvantages were drawn up.

The sub-committee saw as advantages the following:

1. There would be greater flexibility in the elementary grades by dividing the school year into 45 day segments. The child's school year could be expanded or contracted according to his needs (see Number 2, page 38.)

2. 45/15 could be a catalyst to curriculum change in the Elementary Division (see Numbers 3 and 4, page 38). The same hold true in the Secondary Division as was pointed out by Mr. Mayer on December 10th.

3. Advantages can be seen for the secondary students. They would have a larger selection of courses to choose from. In addition to possible advantages for the student in distributive education, there could be advantages in the area of sports for everyone. By adjusting schedules, some students may be able to shorten their time in school.

4. Summer school, as we know it, would disappear. Courses that need to be repeated would be taken in the next scheduled quarter. The summer school would turn into an enrichment program for desirous students.

5. The increased plant capacity would help to promote a better educational environment, plus help the problem of ever increasing taxes.

The Sub-committee saw the following as disadvantages:

1. Negotiations between the Board and the various bargaining agents would probably be much more complicated.

2. Scheduling would become more difficult as course offerings increased and attendance became staggered.

3. It was stated that departmentalizing the Middle School would be the easiest way to implementing 45/15. It was the opinion of some committee members that this would be a disadvantage.

4. Co-ordinating our program with Ocean County Vocational School was also seen as a disadvantage.

5. A prerequisite to implementation is that an intensive investigation into the curriculum is necessary to insure that there will be an educational advantage to the E. S. Y. calendar.

TABLE 3-6[56]

BRICK TOWNSHIP PUBLIC SCHOOLS
BRICK TOWN, NEW JERSEY

PUPIL ENROLLMENTS AND PROJECTIONS

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Grade	Actual September 1973	Head Count September 1975	Head Count September 1976	Projected (A) September 1976
K	769	778	778	
1	767	778	778	
2	763	778	778	4,837
3	779	777	778	
4	829	767	777	
5	796	787	767	
6	810	830	787	
7	785	802	830	2,510
8	733	817	802	
9	818	785	817	
10	755	739	785	3,297
11	674	821	739	
12	565	761	821	
Specials	155	189	190	200
	10,003	10,400	10,427	10,844 (4%)
Existing Pupil Capacity	8,590	8,590	8,590	8,590
Pupil Spaces Short	-1,413	-1,810	-1,837	-2,254
PROJECTED (B):			10,608 (2%)	11,032 (4%)
Existing Pupil Capacity:			8,590	8,590
Pupil Spaces Short:			-2,018	-2,442

56. ibid

TABLE 3-5 [57]
BRICK TOWNSHIP PUBLIC SCHOOLS
BRICK TOWN, NEW JERSEY

MULTI-DWELLINGS IN BRICK TOWNSHIP

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Actual and Potential Pupils

A. Units Completed and Occupied:	No. Units	Actual Number Pupi
Old	1,270	231
New	264	49
Totals	1,534	280

B. Units to be Completed and Occupied:	No. Units	Potential School Children @ .2
Totals	3,085	617
TOTALS A AND B:	4,619	897

C. New Units:	No. Units	Potential Number Pupils Per Unit
Completed and Occupied	264	
To be Completed and Occupied:	3,085	

* 3,349 x .2 = 670 (low)

** 3,349 x .5 = 1,675 (high)

* .2 pupil factor per unit based on current experience in Brick Township.

** .5 pupil factor per unit based upon typical experience nationally.

57. ibid

CHAPTER IV

SURVEY AND PUBLICITY SUB-COMMITTEE REPORT

The Survey and Publicity Sub-committee had two objectives to accomplish. The first was to publicize the Feasibility Study. The second objective was to determine, via surveys, the impact that E.S.Y. would have on Brick Township.

Regarding the first objective, it was limited. Because the study' coincided, timewise, with the building program, it was determined that there might be confusion and misunderstanding in the minds of the general public. For this reason, the publicity objective was given a low priority. With this in mind, activities were limited to the following:

1. The Project Director conducted nineteen Public Information Programs. Each one usually lasted about one hour. They were given to various civic groups, service clubs, Parent Teacher groups, etc. Combined attendance was somewhere around 1,000.
2. The Project Director and two other members of the Study Committee appeared on a closed circuit T.V. program.
3. Seven voluntary faculty meetings were called by the Project Director for the purpose of orientating the staff.
4. Mayor Wolf interviewed the Project Director for one of his radio shows.
5. Approximately twenty-five newspaper articles appeared which pertained to the Study. Some of them were written by members of this committee.

The Project Director's evaluation of this limited attempt to inform the public should seriously be considered when the future of E.S.Y.

is decided in Brick Township. It is his opinion that opposition to E.S.Y. diminishes as knowledge of the program increases. After being informed of what E.S.Y. really is, the majority of the audience the Project Director addressed felt it should be done or that they wouldn't really mind if it were done.

The survey objective delegated to this Sub-committee showed a better degree of achievement. There were three major surveys taken.

The professional staff, secondary students, and the community in general, were each surveyed. Besides these surveys, the summer recreational segment of the community was interviewed, as well as a representative cross section of the businesses in the Township. All of this is presented here along with the Sub-committee's evaluations.

The surveys were demographic in approach. It was the Sub-committee's opinion that their objective could be realized more efficiently if they sought factual information only. This was based on the premise that the vast majority of people in Brick had little information, no information, or mis-information as to what E.S.Y. actually was.

The Community Survey, Student Survey, and Professional Staff survey

in that order, are now presented. Each survey is immediately followed with its evaluation by the Sub-committee.

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SURVEYORS EVALUATION SHEET *

1. How would you rate the questionee's attitude toward Extended School Year?

A	78	For
B	113	Against
C	153	Neutral or not sure
	8	No answer

2. How would you evaluate the economic background of the person you surveyed?

A	19	High income
B	311	Middle income
C	16	Low income
	5	No answer

3. What development or section of the community does the person live in ? All sections, except Senior Citizen developments.

* The surveyors were asked to fill out an evaluation sheet on each survey they conducted.

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QUESTIONNAIRE

1. Please check that which is appropriate.

A	69	Children do not attend school
B	253	Children of school age attend public school
C	15	Children of school age attend non-public school
D	14	Children of school age attend both public and non-public school
E	12	Children do not live in this household
	2	

2. If children do reside here, what grade level do they attend?

A	69	Do not attend school
B	27	Nursery school
C	253	Primary school K-5
D	115	Middle School 6-8
E	66	High School 9-12
F	15	College and other post-High School training
	11	

3. If family has lived at this address for less than three years, where was the previous address?

A	83	In Brick Township
B	80	Other than Brick Township
	188	

4. Please check that which is appropriate regarding employment.

A	255	Husband only works full-time
B	8	Wife only works full-time
C	21	Husband and wife work full-time
D	53	Husband works full-time and wife works part-time
E	17	Other
	0	

5. If both husband and wife work full-time, can they get their vacation time together?

A	86	Yes
B	15	No
	250	

(Note: Questions #6 through #17 pertain to the member of the household who is chiefly responsible for the support of the family.)

QUESTIONNAIRE (cont'd)

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6. Are you

A	8	Retired
B	81	Self employed
C	277	Employed by another
D	5	Not working for reasons other than retirement

7. Is there a slack season in the work that you are doing now?

A	85	Yes
B	252	No

14

8. If your work does have a slack season, when is it?

A	8	Spring
B	46	Summer
C	2	Fall
D	50	Winter

248

9. If your work does have a slack season, do you usually

A	47	take a vacation at that time
B	43	continue to work on the same job
C	31	find other work

234

10. In regards to the work you do, please check the category that fits you best.

A	34	Building industry
B	37	Retailing
C	44	Manufacturing
D	19	Wholesale distributing
E	78	Service business
F	32	Government work
G	56	Professions, if teacher, please check _____
H	49	Other

9

11. Please check the choice which best fits you regarding where you do most of your work.

A	139	I work locally, for example, Brick Township or surrounging areas.
B	162	I consider myself a commuter, for example, I travel 20 miles or more per day to get to work.
C	45	My work requires traveling and can be a combination of the above.

9

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QUESTIONNAIRE (cont'd)

12. Do you receive a vacation?

A	325	Yes
B	20	No
	6	

13. How is your vacation determined?

A	213	By yourself
B	139	By employer
C	10	I do not take a vacation
	9	

14. How much vacation do you usually receive each year?

A	9	None
B	143	2 weeks or less
C	119	More than 2 weeks, but not a month or more
D	67	A month or more
	13	

15. If you take a vacation, would you prefer to

A	138	take it all at one time
B	203	split it up between seasons
	11	

16. If you had a choice, when would you prefer to take all or most of your vacation?

A	50	Fall
B	57	Spring
C	233	Summer
D	69	Winter

17. Do you usually leave town on some or all of your vacation?

A	255	Yes
B	89	No
	9	

COMMUNITY SURVEY EVALUATION

The community survey was given to 351 families in Brick Township. This is approximately 3% of the families if we consider that there are 40,000 people in Brick and there are three people in the average household. The families surveyed were from all sections of the community except the Senior Citizen developments.

The format for conducting this survey was a door-to-door canvas. The majority of the canvassing was done by P. T. A. volunteers with the balance being done by the sub-committee members.

Question #1 on the Surveyor's Evaluation Sheet is interesting in itself.

Keep in mind that this is a subjective opinion on the part of the surveyor and that the person being surveyed probably has little or no information about E. S. Y. Regardless, the respondants, who were either for or neutral regarding E. S. Y., were 2 to 1 over those against E. S. Y.

All of the questions speak for themselves. However, particular attention should be given to Questions #8, 13, 14 and 15.

Question #8 tells us that the vast majority of workers in Brick do not have a slack season in their job. Out of those who do, 14. 1% of

the total number surveyed have a slack season in the winter season. Question #13 tells us that weel over half of the workers make their own determination as to when they take a vacation.

While 77.2% of the people responding to Question #14 have less than a month's vacation, 57.8% of the people in Question #15 would like to split their vacation between seasons.

No data appeared which indicated that hardship would be created by implementation of E.S.Y.

DEMOGRAPHIC TEACHER SURVEY

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1. My employment level is:

A	116	K=5
B	84	6-8
C	90	9-12
D	23	Other

2. Sex:

A	116	Male
B	189	Female
C	8	No Answer

3. Total years of teaching experience:

A	16	0-1
B	60	1-3
C	37	3-5
D	33	5-7
E	57	7-10
F	110	10-or more years

4. I am:

A	228	married
B	75	unmarried
C	10	No Answer

5. My spouse does the following:

A	44	does not work
B	23	works on a part-time basis
C	103	works full-time, but not as a professional educator
D	59	works as a professional educator
E	39	this question does not apply to me
F	45	No anser

6. I am at the following training level:

A	2	Non-degree
B	208	Bachelor's degree
C	29	Bachelor's + 30
D	48	Master's degree
E	20	Master's + 30
F	1	Doctorate
G	5	No answer

7. I live in Brick Township:

A	137	Yes
B	171	No
C	5	No answer

8. Please check that which is most appropriate for what you do during the summer vacation:

A	65	work at a paid job continuously
B	99	work at a paid job some of the time, but take time off for some relaxation.
C	10	devote most of the summer to taking courses for professional growth.
D	29	devote some of the summer to taking courses and the rest to other pursuits.
E	108	Relax, vacation, etc.
F	2	No answer

9. Assuming Brick went on a 45/15 Extended School Year Schedule, my annual teaching salary would be figured on a per diem basis (i.e., annual salary divided by number of days worked equal daily salary). The following would best suit me:

A	18	decrease the number of days worked
B	183	stay the same
C	91	increase the number of days worked
D	21	No answer

10. My knowledge of the 45/15 Extended School Year is:

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A	52	little
B	176	some
C	52	much
D	53	no answer

11. I would like to know more about 45/15 Extended School Year, especially how it would effect my grade level:

A	232	Yes
B	37	No
C	45	no answer

12. If it were found that Extended School Year improved the quality of education, would you be in favor of it, even if it meant teaching at a time other than when you wanted to?

A	197	Yes
B	68	No
C	48	no answer

13. If Brick were to implement a 45/15 schedule, the possibility exists that your summer vacation would be reduced to one month with the rest of it being spread out among the other seasons. What would your reaction be to this type of vacation?

A	60	in favor of
B	68	not have any objections to
C	86	have mild objections
D	58	have strong objections
E	41	no answer

ADDITIONAL COMMENTS:

TEACHER SURVEY EVALUATION

The teacher survey was returned by 313 people. This is a 59% return. The raw data is interesting just by itself.

Three things become evident from this data. The first thing pertains to what teachers do with their summers. Question #8 tells us that 66% of the teachers either work at a paid job some of the time and take the rest of the summer off, or they take all the summer off. Out of the 108 teachers who said they took the whole summer off, 98 were women. Only 3% of the teachers spent all or most of their summer taking courses.

Another item of interest was that 64% of the teachers wanted to either decrease their number of working days or leave them remain the same. This solved a problem that the Concept and Implementation Sub-committee raised. They felt that there might be additional negotiation problems because everybody would want a longer contract.

The third area which comes to light relates to Question #13. While the question doesn't ask whether they like 45/15 or not, it does ask their opinion about the 45/15 vacation schedule. 41% were in favor of this type of vacation schedule or did not have any objections to it. 27% had mild objections, and 18% had strong objections. The balance, 14% didn't answer. One of the teachers in this last category wrote in his comments that he took the Fifth Amendment on this question.

As is evident, there was an area for comments. Sixty-three teachers chose to avail themselves of this opportunity. Many of the comments were in the form of questions about the program which would have to be answered if the study went beyond the feasibility stage.

The straight comments fall into several categories. Nineteen mention the need for air-conditioning. Six warn of conflict between their vacation and that of their children who attend school in a different district. Six cautioned about the fact that we live in a summer resort area, and the children need their jobs. Two said we shouldn't air-condition because of the energy crisis. Twelve wrote about the merits of the program, and six said the idea was educationally unsound because they would not have the children long enough in order to get to know them. Of these six, three came from K-5 and one from Special Education and two from 9-12.

TOTAL SURVEYS RETURNED - 1,507

13 - 13 20 - 1 67

14 - 317

15 - 449

16 - 372

17 - 273 M - 697

18 - 41

Grade 9th-411 11th-348 Age 19 - 2 Sex F - 771

10th-442 12th-273

No answer - 33 No ans. - 39 No ans. - 39

1. Have you held a part-time job while you are in school?

670 Yes

826 No

11 No answer

2. Do you hold a part-time job now?

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515 Yes

984 No

8 No answer

3. Would you like to hold a part-time job while you are in school?

1,156 Yes

270 No

81 No answer

4. What do you usually do during your summer vacation?

A. 16 Summer school

B. 398 Full-time work

1. 242 During the day
2. 26 During the evening 7 - No. answer
3. 123 During both the day and evening

C. 556 Part-time work

1. 276 During the day
2. 104 During the evening 5 - No answer
3. 171 During the day and evening

D. 503 No school or work, just relax

34 No answer

5. If you worked at all during the summer, please check the kind of work which best describes what you did.

A. 160 Sales clerk (clothing, food, department, hardware, etc.)

B. 73 Gasoline station, garage or car wash help, etc.)

C. 207 Waitress, busboy, cook, etc.

D. 90 Boardwalk stand

E. 83 Construction work

F. 319 Babysitting only

G. 45 Worked for the Township, for example, Recreation Commission, Board of Education, Road Department, etc.

M. 24 Maid work

I. 110 Gardening and odd jobs

J. 33 Janitorial work

K. 24 Caddie

L. 268 Other Name it: _____

329 No answer

6. If you worked during the summer, tell the average number of hours you worked per week.

A. 268 under 20 hours
B. 275 20 to 30 hours
C. 213 30 to 40 hours
D. 164 40 or more hours
587 no answer

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7. If you worked this summer and put in 30 or more hours per week, tell how many weeks you worked.

A. 54 3 weeks or less
B. 144 4 to 8 weeks
C. 342 8 weeks or more
967 No answer

8. Do you and your family usually leave town for some time during the summer?

677 Yes
616 No
214 no ans. If yes, a. 27 all summer
b. 532 a week or two
c. 100 a month
18 No answer

9. Approximately how many times did you use local waters, like the ocean, bay, or river, to go boating, water skiing, swimming, etc., during this past summer vacation.

a. 190 3 times or less; b. 211 4 to 10 times; c. 193 10 to 20 times
d. 704 20 times or more
209 no answer

10. Please check the statement which fits you best.

A. 270 My parent can only get his/her vacation during the summer.
B. 427 My parent can get his/her vacation anytime he/she wants to.
C. 162 My parent doesn't really get a vacation.
D. 276 I don't know anything about my parent's vacation schedule.
E. 160 None of the above.
212 no answer

11. During the last school year, I was out of school for a period of time so that I could go away with my parents.

169 Yes 1,107 No 231 No. answer

12. Do you and your family participate in winter sports?

532 Yes
755 No
220 no answer

PUPIL SURVEY EVALUATION

Attached you will find a copy of the Pupil Survey with raw data filled in.

With 1,507 surveys in our possession, we can consider this an approximate 50% return. Of these returns, 411 were freshman, 442 were sophomores, 343 were juniors, and 273 were seniors. One can see that 75.6% of the students surveyed were fourteen through sixteen years old, inclusive.

A few observations about some of the questions are presented here for your consideration:

Question #4 tells us that 26.4% of the students say they work full time during the summer; however, question #6 tells us that only 10.9% of the students said they work 40 hours or more per week. This makes one wonder what the 26.4% consider full time employment.

Question #4 tells us also that 33.4% of the students did not work at all for the summer. In essence, one quarter of the students consider themselves working full time and one-third do not work. We can conclude, therefore, that approximately a little less than one-half of the students work part time.

In Question #5, it is interesting to note that 1,178 students reported some type of work, while in the previous question only 970 reported that they work.

Among the jobs listed under "other", there appeared seven camp counselors, five fishing boat deck hands, two clam-diggers, four lifeguards, and one locker boy. This totals nineteen. Together with the ninety boardwalk jobs listed, we have a total of 109 students involved in summer season type employment, or 7.2%

Before questions #6 through #12 are discussed, one should be aware of the fact that these questions were on the reverse side of the paper, and 178 students did not turn the paper over. This accounts for the high number of no answers. In computing percentages from these questions, this fact has to be taken into consideration.

In questions #6 and #7, another reason for a high preponderance of no answers is due to the fact that these questions do not apply to many of the students because they do not work, at least according to question #4.

Question #8 gives supportive data to our previous suspicions, i.e., the vast majority of families in Brick leave town on vacation for a short period of time or not at all.

Question #9 gives information which is not surprising, considering the geographical location of our community, and the number of students who do not work during the summer.

Question #10 tells us that 270 of students feel that their parents "can only get his/her vacation during the summer". It is not known whether these parents can select certain times during the summer. We must surmise, therefore, that up to 20.3% of our community's vacation plans could be affected due to E.S.Y., if they have vacation plans at all.

Question #11 is self-explanatory. In light of the fact that it is technically illegal to take one's children out of school for the purpose of vacation, and based on the results of Question #10, one should weigh this question with these views in mind.

Question #12 is also self-explanatory. Consider, however, that the question could have been worded improperly because some of the students wrote on their papers comments such as "I participate, but my parents don't".

A final thought - based on comments that were written on the papers, the students were aware of the purpose of this paper. Without a complete understanding of E.S.Y., they were, and understandably so, negative in their thinking. This may have affected some of their responses.

RECREATIONAL SURVEY REPORT

On July 24 and 25, 1973, the Project Director conducted an informal survey of various recreational facilities within the Township and also interviewed the Superintendent of the Brick Township Recreation Department. The following is the result of his efforts:

> The places that I went to were Sea Bay Park, Brick Beach, Metedeconk River Yacht Club, Sportsmen's Island, and the Municipal Pool in Birchwood.
>
> The first place was Sea Bay. There was no real comment here. They said that many of their customers come from Dover Township and most of their patrons live here only in the summer. It was their opinion that ESY would have no effect on them, except maybe they might be able to profitably extend their season. Finally, their peak utilization time was around 2:00 p.m.
>
> At Brick Beach, the comments were varied. Glen Barnfield, the person in charge, said the beach averages about 800 to 900 people a week day and about 1500 a day on weekends. The parking lot is filled Saturday by 11:00 a.m., but, on weekdays, the lot peaks out at about 2:00 p.m. He said that ESY might cut down on the overcrowding but that about half of the patrons don't live in Brick all year round, so the effect would be limited. When asked about extending the beach season into the months of late May, June, September and early October, he said the weather would be a problem in May and June, especially the water temperature. His comment about September and October was interesting. He said people won't like it because that is the best time to be on the beach during the year. If the beaches stayed open, the people wouldn't be allowed to enjoy the freedom they look forward to every year.

The Metedeconk River Yacht Club did't see a problem with ESY. They have a Junior program which consists of 16 sailing lessons and various other activities. They could schedule differently than they do now. Their pool opens at 11:00 a.m. during the week, but doesn't really get used until mid-afternoon.

The Shore Acres Yacht Club saw no problem at all as long as it didn't interfere with their weekend activities.

The Municipal pool in Birchwood is very small and, therefore, always filled to capacity during recreational swim periods. ESY would have little effect, except that its season would be extended.

I spoke to Mr. John DeMarco at Sportsmen's Island. He supplied me with some statistics. First, about 300 people come to the pool on weekdays and about 600 on weekends. Peak utilization hours are from 1:00 p.m. to 3:00 p.m. Only about 50% of the patrons were year 'round citizens of Brick, but he thought that the percentage was increasing. When asked about the effect of ESY on Sportsmen's Island, his opinion was that they would probably extend their season. ESY could even help because during the month of July, there is high utilization, but, in August, the amount of use drops off considerable because the kids get bored after a month.

My final visit was to Mrs. Angela Hibbard, Superintendent of Recreation, for Brick Township. After explaining ESY to her, it was her opinion that the Recreation Department role would have to be altered, but she could see no problem that could not be solved. The summer program would have to be spread out over the whole year. She has about sixty part time workers during the summer. This number would be reduced and spread out over the entire year. She would also need a few full time specialized employees to add continuity to the program. It was also her opinion that her summer program relies heavily on school facilities. If ESY were to be initiated, she might need facilities independendent of the schools. A closing comment by Mrs. Hibbard was probably the most enlightening. It was her opinion that two and one-half months was too long a vacation. Based on her summer program, she finds that by the time August comes, the children are bored and participation falls off considerably.

A few conclusions may be drawn from these interviews:

1. ESY would definitely have an effect on Brick's recreational activities, but none of these effects would be damaging, only alterative.

2. There could be a benefit from ESY in that the recreational season could be lengthened.

3. It seems to be the opinion of some that boredom sets in halfway through the summer. ESY would eliminate this, because, in effect, summer would be cut in half.

4. High utilization hours for beaches are in mid-afternoon. Possibly, starting and finishing times for school could be altered during the beach season to conform to the high utilization time of beaches.

BUSINESS SURVEY REPORT

Twenty businesses were interviewed by members of the Survey and Publicity Sub-committee. The businessmen were given a brief explanation of 45/15 and its implication for Brick Township by the interviewer and then they were asked a few questions to get their reaction.

The first question that was asked was "What effect would ESY have on your business?" The almost unanimous opinion was that there would be no effect all. 45/15 would not effect their volume at all. To paraphrase one merchant, "My business would be affected by how mucy money Dad makes, not when the children go to school." The only problem that was mentioned came from a food store. That problem had to do with "staggering shifts". A drug store didn't know whether there would or would not be an effect on its business.

When asked whether they have hired high school students, the reply was sixteen yes, four no. Some of the positive responses were from part-time employees only.

A follow-up question concerned the hiring of high school students on a staggered basis so that a full time job could be filled by four high school students. The response to this was four yes and ten no. Three had reservations about it, and two didn't want to commit themselves. One would do it on a part time basis only.

Other feelings that were expressed by the businessmen were varied. Most thought it might be a good idea. They thought that the taxpayers would benefit from the fact that the buildings would be used and not be sitting around idle. Some felt that it might be good for education since more could be spent on education and less on buildings. Two people felt that the children might lose out because of ESY.

The types of businesses surveyed were: two gas stations, one newspaper, one boat cover manufacturer, one auto body shop, one luncheonette, one plumber, one electrician, two garden centers, one municipal agency, one hardware store, two builders, two supermarkets, one grocery store, one sewing center, one jewelry store, and one pharmacy.

CONCLUSION

After reviewing the data compiled from all the surveys and interviews, it was the unanimous opinion of the Publicity and Survey Sub-committee that ESY was feasible in Brick Township. This does not mean that implementation of ESY would be without inconveniences for some.

Any problems that might arise come from the fact that when people consider ESY, they are holding onto habit that developed under the traditional school calendar. With a demise of the traditional calendar, these habits would no longer be relevant. Present patterns would be replaced with new ones.

CHAPTER V

THE PUPILS, FACILITIES, STAFF AND FINANCE SUB-COMMITTEE

The Pupils, Facilities, Staff and Finance Sub-committee met with difficulty during the course of accomplishing their objectives.

The members attempted to find information from various segments of the school community which would be beneficial for the purpose of this study. They met with only partial success. Upon re-evaluation of our objectives, the committee attempted to take the Brick Township 1973/74 school budget and evaluate it in regard to the effect of what a 45/15 calendar would have upon it. If this was successful, the next step would have been to project these effects, on a per pupil cost basis, over a period of five years.

This was the plan, but it was, also, not completely successful. There were a number of variables in the budget that made it difficult to arrive at some type of consistency in the various accounts. This, coupled with our inability to determine what direction the study would recommend and the Board of Education would decide upon, made the second plan also inappropriate for the clear presentation of a valid financial picture.

With the demise of this second plan, the sub-committee decided to use an independent financial study. This study, from Northville, Michigan, was typical of many that were done by school districts that are experiencing success with the 45/15 school calendar.

What makes the Michigan study special is the fact that it was financed by the United States Department of Health, Education and Welfare. It was the intent of H. E. W. that the Michigan study would be used by other school districts, like Brick Township, for their own feasibility studies. It was recommended to us by Mr. Bruce Campbell from the New Jersey Department of Education. The Michigan study is presented in its entirety for consideration. Note that the study claims to derive a 5.1% savings based on Per Pupil cost in annual operation of an elementary school under 45/15. The study considers what savings might be made at an elementary level only. Due to the greater degree of complexity in secondary education, this percent of savings would undoubtedly be less at the secondary level.

The Michigan study talks about increasing their seating capacity by one-third. In Brick Township's E. S. Y. Feasibility Study, there have been predictions of increased seating capacities of twenty-five percent or less. The difference in predictions is more a question of semantics than anything else. In the Michigan study, the one-third increase means that there could be room for one-third more children than are presently enrolled. This assumes that Northville is presently operating at maximum seating capacity. In Brick, we have already passed maximum seating capacity and, in many cases, even emergency seating capacity. In other words, Michigan's estimate is based on increasing the number of students, while Brick Township's estimate is based on dividing the number of students we already have into four equal parts.

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TRADITIONAL SCHEDULE VERSUS

45/15 EXTENDED SCHOOL YEAR SCHEDULE IN NORTHVILLE

COST BENEFIT

PHASE I

OPERATIONS

RATIONALE FOR 5.1% OVERALL COST BENEFIT OF
A 45/15 EXTENDED SCHOOL YEAR PROGRAM

PLEASE NOTE:

AS INDICATED, THIS COST STUDY PERTAINS TO NORTHVILLE, MICHIGAN. OTHER DISTRICTS MAY HAVE DIFFERENT LOCAL CONTRACTS AND WILL HAVE TO ASSIMILATE THE COST BENEFIT HERE WITH THEIR OWN FISCAL MANAGEMENT POLICIES.

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OPERATIONAL COST BENEFIT OF AMERMAN ELEMENTARY SCHOOL ON A 45/15 EXTENDED SCHOOL YEAR CALENDAR VERSUS A TRADITIONAL SCHOOL CALENDAR

INTRODUCTION

The Cost Benefit in operation in this study is germane to the Northville, Michigan School District and its fiscal management policies. At the outset, the Cost Benefit of Northville's Experimental 45/15 Extended School Year Program over its traditional September to June schedule only occurs under sound fiscal management.

The Cost Benefit (5.1%) of operating costs of Amerman Elementary on a 45/15 Extended School Year calendar as opposed to a traditional September to June calendar is calculated on a per pupil basis. The entire operational comparison is based completely on A PER PUPIL SERVED BASIS.

In as much as Amerman Elementary (the experimental site) in a 45/15 program will be able to house 1/3 more students, an increase of 1/3 services (teachers, teachers aides) is recognized and is figured into the Extended School Year overall cost analysis. However, as will be shown, some services do not need to be increased.

The analysis, therefore, be it start-up costs, teacher salaries, operation, maintenance, transportation, construction needed or not needed is based on a "per pupil served" basis.

The operational cost benefits on a PER PUPIL SERVED BASIS follows, and are broken down with an accompanying rationale.

This Cost Benefit Report by Person-O-Metrics, Inc. is part of an interim evaluation. The tentative operational cost benefit conclusions of Amerman Elementary on a 45/15 Extended School Year schedule will be subjected for review by other districts who have personnel knowledgeable of school finance, and who may have different fiscal management patterns. Comments will be welcomed and reviewed prior to the final evaluation being turned in to the United States Office of Education and the Michigan Department of Education.

PROJECTED OPERATION COST OF AMERMAN ELEMENTARY SCHOOL

TRADITIONAL CALENDAR VERSUS A 45/15 EXTENDED SCHOOL YEAR CALENDAR

	Traditional September-June Schedule 750 Students - 190 Days			45/15 Extended School Year Schedule 1,000 Students - 180 Days		
	No. Full Time Equivalents	Costs	Per Pupil	No. Full Time Equivalents	Costs	Per Pupil
A.	1 Principal	$ 23,400	$ 31.20	1 Principal	$ 23,400	$ 23.40
B.	1/2 Asst. Principal @ 18.8	9,400	12.53	3/4 Asst. Principal	14,100	14.10
C.	1-1/2 Secretaries @ $8,500	12,750	17.00	1-3/4 Secretaries	14,950	14.95
D.	*25 Classroom Teachers @ $12,500 Avg. *Includes 2 Kndg.	312,500	416.67	*33-1/3 Classroom Teachers (increased teachers by 1/3 and students by 1/3) *Includes 3 Kndg.	416,560	416.56
E.	3/4 Librarian @ $12,500 Avg.	9,400	12.53	1 Librarian	12,500	12.50
F.	1 Learning Dis. Spec. @ $12,500 Avg.	12,500	16.67	1-1/3 Learning Dis. Spec. @ $12,500	16,666	16.66
G.	3/4 Art @ $12,500 Avg.	9,400	12.53	1 Art @ $12,500 Avg.	12,500	12.50
H.	3/4 Music @ $12,500 Avg.	9,400	12.53	1 Music @ $12,500 Avg.	12,500	12.50
I.	3/4 P.E. @ $12,500 Avg.	9,400	12.53	1 P.E. @ $12,500 Avg.	12,500	12.50
J.	1 Speech @ $12,500 Avg.	12,500	16.67	1-1/3 Speech @ $12,500 Avg.	16,666	16.67
K.	1/3 V.T. @ $12,500 Avg.	4,169	5.56	1/2 V.T. @ $12,500 Avg.	6,250	6.25
L.	2 Lunch Room Aides - 2 hrs. ea./day times 180 days @ $2.48/hr.	1,800	2.40	2 Lunch Room Aides - 2 hrs. ea. day times 240 days @ $2.48/hr.	2,400	2.40
M.	3 Classroom Aides 6 hrs. ea. day @ 2.62/hr. (180 days)	8,536	11.38	3 Classroom Aides 6 hrs. ea. day @ 2.62/hr. (240 days)	11,381	11.38
N.	3 Custodians - 2 @ $8,400, 1 @ $7,000	23,800	31.73	3-1/2 Custodians - 2 @ $8,400 1-1/2 @ $7,000	27,300	27.30
O.	1 Engineer @ $8,900 (52 wk. basis)	8,900	11.87	1 Engineer @ $8,900 (52 wk. basis)	8,900	8.90
	Fringe Benefits:			Fringe Benefits:		
P.	Hosp. Ins. $658/yr x 41-1/3 bldg. employees	27,197	36.26	Hosp. Ins. $658/yr x 52-2/3 bldg. employees	34,646	34.65
Q.	Life Ins. $420,000 coverage x 65¢ per T per mo. = $273.00 x 12	3,276	4.37	Life Ins. $542,000 Coverage x 65¢ per T per mo. = $352.30 x 12	4,227	4.22

- continued on next page -

PROJECTED OPERATION COST OF AMERMAN ELEMENTARY SCHOOL

TRADITIONAL CALENDAR VERSUS A 45/15 EXTENDED SCHOOL YEAR CALENDAR

Traditional September-June Schedule 750 Students - 180 Days			45/15 Extended School Year Schedule 1,000 Students - 180 Days		
No. Full Time Equivalents	Costs	Per Pupil	No. Full Time Equivalents	Costs	Per Pupil
Utilities:			Utilities:		
. 47,000 sq. ft. water, gas, elec., and telephone = 29.6¢ per sq. ft.	$ 13,912	$ 18.54	29.6¢ sq. ft. + 1/4 inc. for add'l. students to 38¢ sq. ft. (less heat, light, etc.) Air?	$ 17,860	$ 17.86
. Custodial Supplies 3¢ per sq. ft.	1,410	1.88	Custodial Supplies 4¢ per sq. ft.	1,880	1.88
. Other Maint. Costs (Engr. Supv.,etc.) 13¢ per sq. ft.	6,110	8.14	Other Maint. Costs (Engr. Supv.,etc.) 13¢ per sq. ft.	6,110	6.11
. *Transportation 65% of 750 students or 487 will be transported	26,145	34.86	*Transportation $34.86 less 1/3 of Cap. Out. - Fewer new busses or reduce by 6.6% to $32.56	32,560	32.56
*20% of Costs - Cap. Outlay					
. Teaching Supplies	12,487	16.65	Teaching Supplies	16,650	16.65
. Capital Outlay Classroom Eq., etc.	9,750	13.00	Capital Outlay hold to same sum (No additional rooms)	9,750	9.75
. Library Books $7.40/student	5,500	7.40	Library Books $7.40/student x 750 (4th grp. uses same books)	5,500	5.50
. Textbooks - $10.00/pupil	7,500	10.00	Textbooks - Hold to 7.50/pupil (4 can use 3)	7,500	7.50
		$ 778.70			$ 749.04

OPERATIONAL COST BENEFIT OF 5.1%

SEE RATIONALES THAT FOLLOW

ITEM A - BUILDING PRINCIPAL

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	1	$23,400	$31.20	$7.80
Extended School Year	1	23,400	23.40	

RATIONALE

The cost of the building principal is $23,400 on both the traditional and 45/15 Extended School Year schedule. However, 1/3 more students are served by the principal on the 45/15 (four cycle) Year Round School Program. The principal, therefore, serves 1/3 more students and reduces the administrative cost from $31.20 to $23.40 per pupil; an administrative cost benefit of $7.80 per student. In as much as the principal is on a full year contract, his salary remains constant while he interfaces or serves 1/3 more students and 1/3 more staff.

The $7.80 cost benefit per pupil results in the following overall cost benefits:

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 7,800.00
*Full 45/15 ESY schedule at Northville with 6,096 capacity	47,548.00
**Full 45/15 ESY schedule at Northville with 25,000 students	195,000.00

PLEASE NOTE:

(1) The increased student population in Amerman Elementary is offset by increased Assistant Principal commitment [See Item B].
(2) Extending the benefit per pupil to secondary students, Northville will find the benefits accruing at a slightly reduced rate for this item since the secondary principal now serves more students for a lower cost per pupil. On almost all other items, however, the costs for secondary pupils are greater and would proportionally expand the conservative benefits projected on the following pages.

*The present buildings, which can now house 4,574 students on a traditional schedule, can house 6,096 students on an Extended School Year schedule. Northville's projected growth will pass 6,000 in 1975.

**Based on the 1970 TALUS [Transportation and Land Use Study] Report, Northville will have 25,000 students by 2000 A.D.

ITEM B - ASSISTANT PRINCIPAL

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	1/2	$ 9,400	$12.53	- $1.57
Extended School Year	3/4	14,100	14.10	

RATIONALE

In as much as 1/3 more students are served in the 45/15 school calendar, an increase from a 1/2 Assistant Principal to a 3/4 Assistant Principal is calculated to maintain an equalized ratio throughout the cost benefit report. The increase from 1/2 Assistant Principal to 3/4 Assistant Principal (to serve the additional 1/3 students in the 45/15 schedule) increases this expenditure from $9,400 to $14,100 or a per pupil increase from $12.53 to $14.10 or a per pupil increase of $1.57 in the Extended School Year Program.

However, the Total Building Administrator Cost of serving one student (Items A and B) in the 45/15 calendar is $37.50 as compared to $43.73 in the traditional calendar - a saving of $6.23 for each student served.

The $6.23 saved in building administration on a per pupil served basis results in the following overall cost benefits:

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 1,570.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	37,978.00
Full 45/15 ESY schedule at Northville with 25,000 students	155,750.00

These building administration savings are based on children being in the building and served on a year-round basis by persons on a year-round contract with an increase in administrative help to maintain a student served ratio equalized to the traditional schedule.

ITEM C - SECRETARIES

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	1-1/2	$12,750	$17.00	$2.05
Extended School Year	1-3/4	14,950	14.95	

RATIONALE

As with administration, a cost saving of $2.05 for each student served results when 1,000 students are served in the 45/15 Extended School Year Program as compared to the 750 in the traditional schedule. This cost benefit results even though secretary assistance is increased from 1-1/2 to 1-3/4 to compensate for the additional 250 students.

The $2.05 cost benefit per pupil results in the following overall cost benefits:

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 2,050.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	12,496.80
Full 45/15 ESY schedule at Northville with 25,000 students	51,250.00

ITEM D - CLASSROOM TEACHERS

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	25	*$312,500	$416.67	
Extended School Year	33-1/3	416,560	416.56	- 0 -

RATIONALE

Classroom teachers will increase by 1/3 to maintain the same ratio of students to teacher as in the traditional schedule. Basically, therefore, no cost benefit occurs in this particular category.

Some reports on Extended School Year programming show cost benefit in the "teacher" category. However, upon investigation the cost benefit was accomplished by increasing the ratio of students to teachers - a method of cost reduction that would not be acceptable in states with strong teacher organizations. Furthermore, if an Extended School Year Program is to offer an educational program that is equal to or better than a traditional schedule, increasing class size would obviously not accomplish this.

ITEM E - LIBRARIAN

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	3/4	$ 9,400	$12.53	
Extended School Year	1	12,500	12.50	- 0 -

RATIONALE

Librarian time will increase to service the additional students; in this case an additional cycle (45 days). There will be no cost benefit in this category in as much as the ratio of time committed by staff increases in direct proportion to students served.

** $12,500 per teacher*

ITEMS F, J - LEARNING DISABILITIES SPECIALIST & SPEECH SPECIALIST

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	1	$12,500	$16.67	- 0 -
Extended School Year	1-1/3	16,666	16.66	

ITEMS G, H, I - ART, MUSIC, PHYSICAL EDUCATION

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	3/4	$ 9,400	$12.53	- 0 -
Extended School Year	1	12,500	12.50	

RATIONALE

All of the above specialists (Items F,G,H,I,J) are for servicing 750 students in a traditional schedule. Increasing the student load to 1,000 (250 students or a 1/3 increase) requires a 1/3 increase in the specialist time. Therefore, there is no cost saving in this category when equal educational opportunity is maintained.

ITEM K - VISITING TEACHER

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	1/3	$4,169	$5.56	- $.69
Extended School Year	1/2	6,250	6.25	

RATIONALE

Visiting teachers have students when they are in school and when they are out of school, i.e. during the 15-day interim break in the 45/15 schedule. Therefore, an increase in time is needed to maintain the same services as in a traditional program. Therefore, an increase in cost results.

ITEMS L, M - LUNCHROOM AIDES & TEACHER AIDES

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
LUNCHROOM AIDES				
Traditional (181 days)	2	$ 1,800	$2.40	- 0 -
Extended School Year (240 days)	2	2,400	2.40	
TEACHER AIDES				
Traditional (181 days)	3	8,536	11.38	- 0 -
Extended School Year (240 days)	3	11,381	11.38	

RATIONALE

Figured on a per hour basis, there is no increased cost - no cost benefit. Classroom and lunchroom aides will be on site 60 more days in buildings utilized 240 days as opposed to 180 days. The additional 1/3 student population served during the fiscal year results in an equalized per pupil cost.

ITEM N - CUSTODIANS

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	3	$23,800	$31.73	$4.43
Extended School Year	3-1/2	27,300	27.30	

RATIONALE

There is no additional floor space in the building to maintain regardless of the 1/3 increase in students. An increase in custodial help of 1/2 custodian is nevertheless alloted (1040 hours of maintenance) to insure the cleanliness of facilities and operability of the building without a necessity to shut down the facility for a major cleaning unless so desired. Even with increased help, from 3 custodians to 3-1/2 custodians, a cost savings of $4.43 is realized on a per pupil served basis.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 4,430.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	27,005.28
Full 45/15 ESY schedule at Northville with 25,000 students	110,750.00

ITEM O - ENGINEER

	NO.	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	1	$8,900	$11.87	$2.97
Extended School Year	1	8,900	8.90	

RATIONALE

The building engineer is on a 52-week contract. Equated on a per pupil served basis, a cost saving of $2.97 is realized.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 2,970.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	18,105.12
Full 45/15 ESY schedule at Northville with 25,000 students	74,250.00

ITEMS P, Q - HOSPITALIZATION & LIFE INSURANCE

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
HOSPITALIZATION			
Traditional	$27,197	$36.26	$1.61
Extended School Year	34,646	34.65	
LIFE INSURANCE			
Traditional	3,276	4.37	$ .15
Extended School Year	4,227	4.22	

RATIONALE (Hospitalization & Life Insurance)

Both certified and classified personnel fringe benefits are paid for on a 12-month basis while their services are utilized on a 10-month basis in a traditional program. The cost benefit in this category is more return for the money invested as well as the per pupil cost benefit of $1.76 per pupil ($1.61 + $.15).

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 1,760.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	10,728.96
Full 45/15 ESY schedule at Northville with 25,000 students	44,000.00

ITEM R - UTILITIES

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$13,912	$18.54	
Extended School Year	17,860	17.86	$.68

RATIONALE

The $18.54 per pupil cost in a traditional program drops to $17.86 in the 45/15 program as much as the 1/4 increase in building utilization is offset by 1/3 more students served.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 680.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	4,145.00
Full 45/15 ESY schedule at Northville with 25,000 students	17,000.00

ITEM S - CUSTODIAL SUPPLIES

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$1,410	$1.88	
Extended School Year	1,880	1.88	- 0 -

RATIONALE

Computed at 3¢ per square foot, the cost of supplies remains constant at $1.88 per pupil served.

ITEM T - OTHER MAINTENANCE COSTS

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$6,110	$8.14	$2.03
Extended School Year	6,110	6.11	

RATIONALE

Computed at 13¢ per square foot in both the traditional and Extended School Year Program, more students are served in the year-round program.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 2,030.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	12,374.88
Full 45/15 ESY schedule at Northville with 25,000 students	50,750.00

ITEM U - TRANSPORTATION

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$26,145	*$34.26	$2.30
Extended School Year	32,560	* 32.56	

RATIONALE

Utilization of busses on a year-round basis as opposed to 10 months results in a cost benefit saving of $2.30 per pupil.

There is an additional cost in drivers' salaries on a 12-month contract, but on a PER PUPIL SERVED BASIS there is no additional cost.

Operation and maintenance costs will increase and there is no cost benefit indicated in these two areas - only in capital outlay (that is, fewer busses needed).

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 2,300.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	14.020.00
Full 45/15 ESY schedule at Northville with 25,000 students	57,500.00

* *$34.86 (traditional cost) less 1/3 of capital outlay - fewer new busses needed, or reduce by 6.6% (-2.30) to $32.56.*

* *Research by McFadden Corporation (the company that leases busses to Northville) indicates that using the busses on a 12-month basis does not increase the depreciation.*

COPY OF LETTER FROM McFADDEN CORPORATION

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December 13, 1972

Northville Public Schools
303 W. Main Street
Northville, Michigan 48167

Attention of Mr. Earl T. Busard, Business Manager

SCHOOL BUS USAGE

This correspondence is directed to you in reply to your question relative to proposed usage of your School Busses for pupil transportation during the summer months.

As to vehicle depreciation, we see this as not changing at all as it has been proven in many instances that vehicle deterioration is no greater, or even less so, when the units are being utilized as it is when the vehicles set idle for sustained periods such as summer vacation, etc.

We certainly feel that you can operate your program and garner the advantages therein, while vehicle replacement values as stipulated will remain at their present scheduled amounts.

Thank you, and please call on us if we can be of further assistance.

LYNN F. PARKER, Manager
School Bus Division

LFP:sm

cc: Howard R. Messenger, President
Robert Collins, Territorial Representative

ITEM V - TEACHING SUPPLIES

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$12,487	$16.65	
Extended School Year	16,650	16.65	- 0 -

RATIONALE

The cost of teaching supplies remains constant at $16.65 in both the traditional and 45/15 program. The increase of 1/3 students results in a corresponding increase of teaching supplies to aid the instructional program.

ITEM W - CAPITAL OUTLAY (CLASSROOM EQUIPMENT, ETC.)

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$9,750	$13.00	$3.25
Extended School Year	9,750	9.75	

RATIONALE

A cost benefit is realized in the use of capital outlay equipment in as much as the equipment is on hand in the traditional program and available for an Extended School Year Program. The primary reason for replacement of capital outlay equipment is usually obsolescence, not general usage (if properly cared for). Effective building administration will result in equipment being cared for properly and 1/3 more usage should not affect the equipment's life expectancy.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 3,250.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	19,812.00
Full 45/15 ESY schedule at Northville with 25,000 students	81,250.00

NOTE: Teaching equipment and audio-visual equipment (such as video-tape recorders, kilns, trampolines and science tables) are frequently underutilized due to the difficulty of transporting them between buildings. In an Extended School Year Program a larger number of teachers and students will be able to utilize such equipment.

ITEM X - LIBRARY BOOKS

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$5,500	$7.40	$1.90
Extended School Year	5,500	5.50	

RATIONALE

The fourth cycle of students in the 45/15 program uses the same books. On a per pupil basis, the library cost saving is $1.90.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 1,900.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	11.582.00
Full 45/15 ESY schedule at Northville with 25,000 students	47,500.00

NOTE: Increased usage of the books may increase re-binding costs by one-third. Therefore, a $300.00 re-binding budget could increase by $100.00 or 10¢ per pupil.

ITEM Y - TEXTBOOKS

	COST	PER PUPIL SERVED COST	EXTENDED SCHOOL YEAR PER PUPIL COST BENEFIT
Traditional	$7,500	$10.00	$2.50
Extended School Year	7,500	7.50	

RATIONALE

In the Extended School Year Program, four students can use textbooks as opposed to three in the traditional program - a cost savings of $2.50 per pupil. As stated at the outset, effective administration and classroom management is necessary to realize cost savings in line items such as textbooks. Poor classroom management will result in textbooks being destroyed by the end of the first marking period in either a traditional or year-round program. On the other hand, effective building administration and classroom management will maintain the life of textbooks in year-round programs in which books are in use 1/3 more time serving 1/3 more students.

	COST BENEFIT PER YEAR
Full 45/15 ESY schedule at Amerman Elementary with 1000 capacity	$ 2,500.00
Full 45/15 ESY schedule at Northville with 6,096 capacity	15,240.00
Full 45/15 ESY schedule at Northville with 25,000 students	62,500.00

COST BENEFIT - PHASE I - OPERATIONS

CONCLUSION

A 5.1% OPERATIONAL SAVING IS REALIZED IN THE AMERMAN ELEMENTARY 45/15 EXTENDED SCHOOL YEAR PROJECT. A 2.5% TO 4% SAVING SHOULD BE THE GENERAL MINIMAL EXPECTATION OF ANY SCHOOL DISTRICT. THIS MAY APPEAR SLIGHT; HOWEVER, AN EXAMPLE OF THE COST SAVING IN A 5,000 STUDENT DISTRICT SPENDING $1,000.00 PER PUPIL SHOULD BE CONSIDERED.

DISTRICT A - TRADITIONAL SCHEDULE

5,000 students X $1,000 expenditure = $5,000,000 Total Operational Budget

DISTRICT A - EXTENDED SCHOOL YEAR @ 2.5% COST BENEFIT (LOWER LIMIT)

2.5% Cost Benefit of $5,000,000 = $125,000 savings to school district

DISTRICT A - EXTENDED SCHOOL YEAR @ 4% COST BENEFIT (UPPER LIMIT)

4% Cost Benefit of $5,000,000 = $200,000 savings to school district

NORTHVILLE:

	SAVINGS
Traditional $5,000,000	- 0 -
Extended School Year @ 2.5% Cost Benefit or $4,875,000	$125,000.00
Extended School Year @ 4% Cost Benefit or $4,800,000	$200,000.00

STATE OF MICHIGAN COST BENEFIT:

Based on the Operational Expenditures of all school districts in the State of Michigan during 1971-1972 (1 billion 900 million)

Traditional Operation Cost	$1,900,000,000
Extended School Year Cost Benefit at lower limit of 2.5%. .	47,500,000
Extended School Year Cost Benefit at upper limit of 4% . . .	76,000,000

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PERSON-O-METRICS, INC.

EVALUATION & DEVELOPMENT SERVICES

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AREA CODE (313) 271-4631

TRADITIONAL SCHEDULE VERSUS

45/15 EXTENDED SCHOOL YEAR SCHEDULE IN NORTHVILLE

C O S T B E N E F I T

P H A S E I I

FACILITY/CONSTRUCTION

COST BENEFIT - PHASE II
FACILITY/CONSTRUCTION

TRADITIONAL SCHEDULE VERSUS 45/15 EXTENDED SCHOOL YEAR SCHEDULE

There are 750 students presently serviced in Amerman Elementary School on a September to June schedule.

On a 45/15 year-round schedule 1,000 students can be serviced in Amerman Elementary School without increasing class size.

If the next 750 new Northville elementary students are absorbed into the three existing buildings(250/building), a new elementary building would not be needed, and the cost savings on one building would be substantial.

FACILITY/CONSTRUCTION COST OF A NEW ELEMENTARY ON THE TRADITIONAL SCHEDULE (FOR THE NEXT 750 NEW STUDENTS THAT MATRICULATE INTO THE NORTHVILLE SCHOOL DISTRICT):

Construction to house 750 students in a new elementary 47,000 square feet @ $35.00 per square foot	$1,845,000
Interest on a 30-year Bond Issue.	2,121,000
TOTAL DEBT SERVICE COST	$3,966,000

FACILITY/CONSTRUCTION COST BENEFIT IN A 45/15 EXTENDED SCHOOL YEAR PROGRAM (ASSIGNING 750 STUDENTS TO EXISTING FACILITIES - 250 IN EACH ELEMENTARY):

Construction Saving based on Bonds not needed, and interest saved:

TOTAL SAVINGS (over 30 years) $3,966,000

- $5,208.00 per student -

CONCLUSION:

BY ABSORBING THE NEXT 750 STUDENTS INTO THE THREE EXISTING NORTHVILLE ELEMENTARIES, A COST BENEFIT IN CONSTRUCTION WILL BE:

* $3,966,000.00 (SAVINGS ON ONE BUILDING)

* *Based on Bonds not needed and debt retirement saving over a 30-year period.*

COST BENEFIT - PHASE II
FACILITY/CONSTRUCTION

AIR CONDITIONING

Air Conditioning of Amerman Elementary School would cost:

Individual Units	$ 6,000.00
Central Air Conditioning	60,000.00

Air conditioning may be desirable, but is not mandatory. Nevertheless, IF the three existing elementaries (Main, Moraine and Amerman) were all air conditioned, the Cost Benefit over 30 years in a 45/15 Program using existing facilities for the next 750 students would decrease as follows:

Cost Benefit (without air conditioning)	$3,966,000.00
Individual Room Air Conditioners (3 elementaries)	- 18,000.00
COST BENEFIT	$3,948,000.00

Cost Benefit (without air conditioning)	$3,966,000.00
Central Air Conditioners (3 elementaries)	- 180,000.00
COST BENEFIT	$3,768,000.00

CONCLUSION:

AIR CONDITIONING CANNOT BE CONSIDERED AN INHIBITING FACTOR IN THE OVERALL COST BENEFIT REALIZED.

IMMEDIATE COST BENEFIT TO NORTHVILLE IF THE 45/15 EXTENDED SCHOOL YEAR PLAN WERE ADOPTED K-12 FOR ALL STUDENTS USING EXISTING FACILITIES

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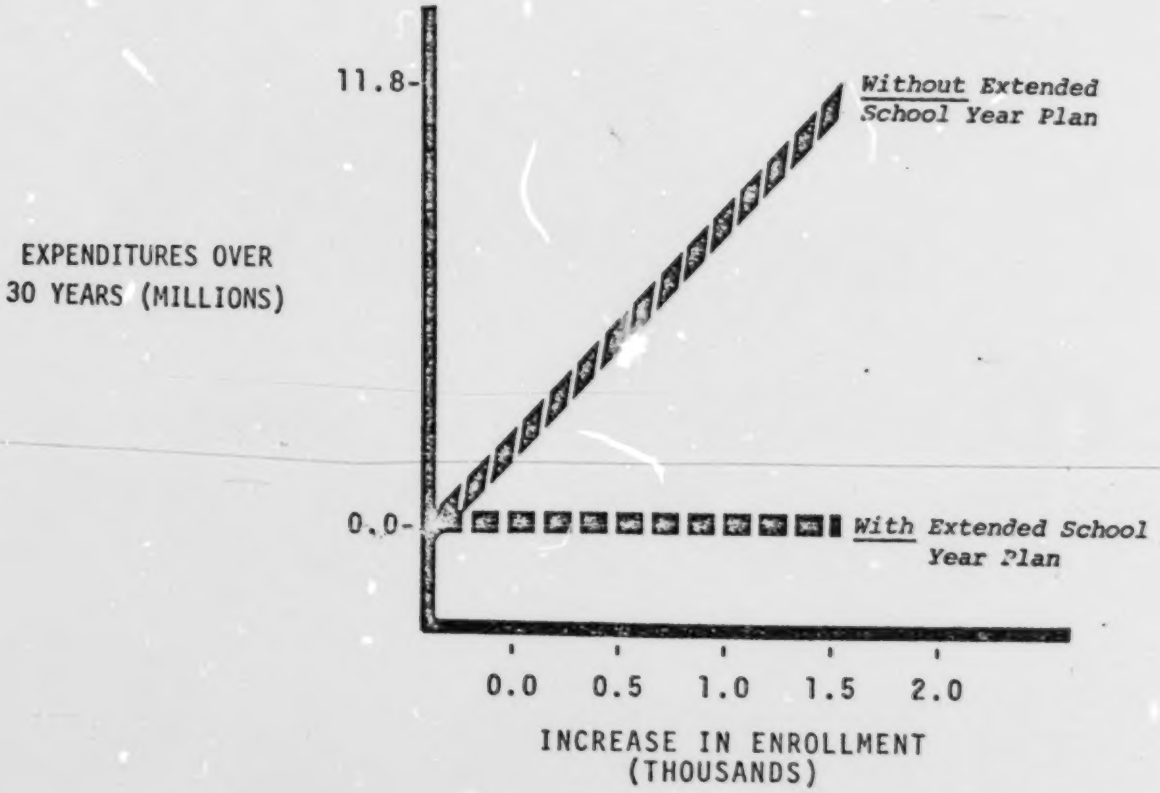
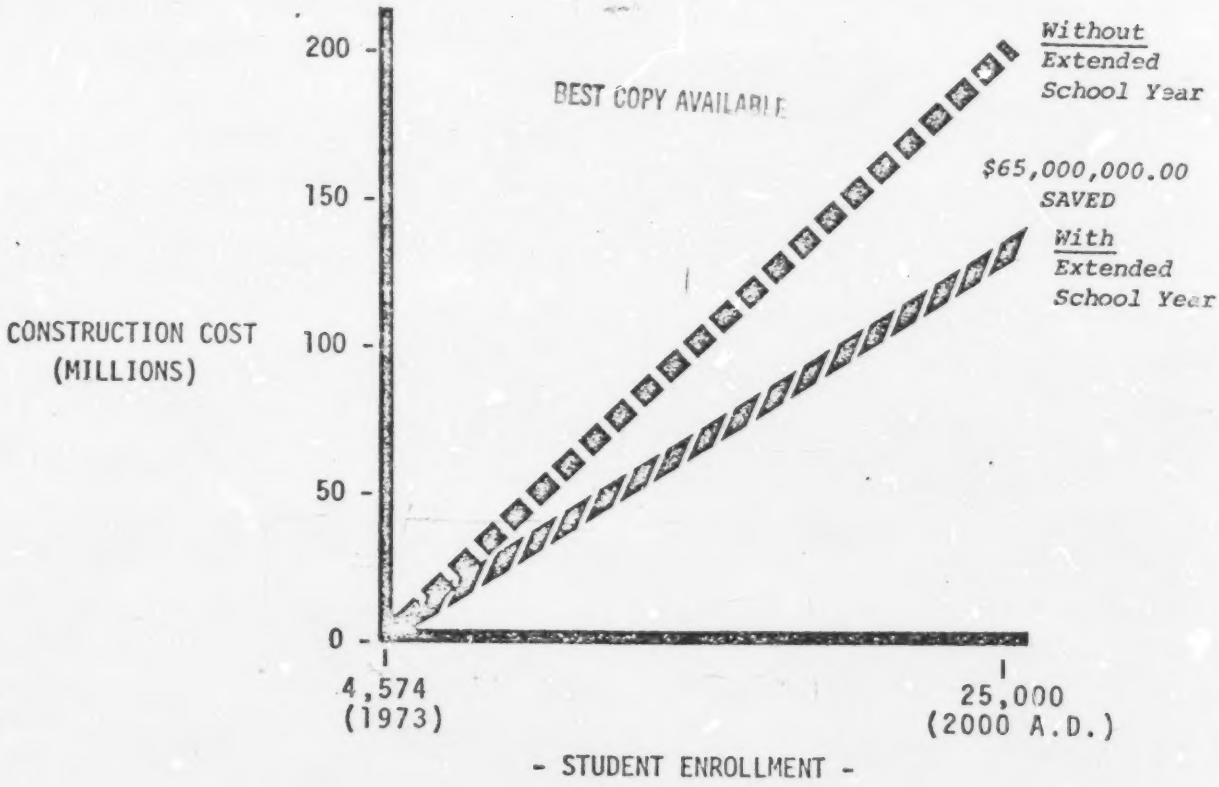


PROJECTED CONSTRUCTION, BONDS AND INTEREST EXPENDITURES BASED ON AN INCREASE OF THE NEXT 1,522 NORTHVILLE STUDENTS WHICH CAN PRESENTLY BE ABSORBED INTO EXISTING NORTHVILLE BUILDINGS.

Present enrollment in Northville is 4,574 students. On a 45/15 calendar, the present capacity would be able to service 6,096 students - an increase of 1,522 students.

The cost of construction to serve these additional 1,522 students is projected to be $5,500,000.00 in bonding costs plus $6,325,000.00 interest ($1.15 per dollar borrowed). The total would be $11,825,000.00 of unnecessary construction if the Extended School Year concept is adopted.

CONSTRUCTION COST BENEFIT FOR NORTHVILLE BY 2000 A.D. UNDER A DISTRICT-WIDE 45/15 EXTENDED SCHOOL YEAR PLAN



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Based on the 1970 *TALUS Report, the Northville Public Schools will house 25,000 students by 2000 A.D. Going on a district-wide Extended School Year Program now would result in 1,000,000 square feet not needed. All construction, obviously, would not cease, but less space will be needed to house the student growth in a Year Round Program.

The result of 1,000,000 square feet not being built would be a saving of $30,000,000.00 in construction and a saving of $35,000,000 in bond interest - for a total cost benefit of $65,000,000 to present and future taxpayers.

Buildings not constructed is also space that does not need to be maintained.

* *TALUS - Transportation and Land Use Study.*

THE MICHIGAN STATE DEPARTMENT OF EDUCATION

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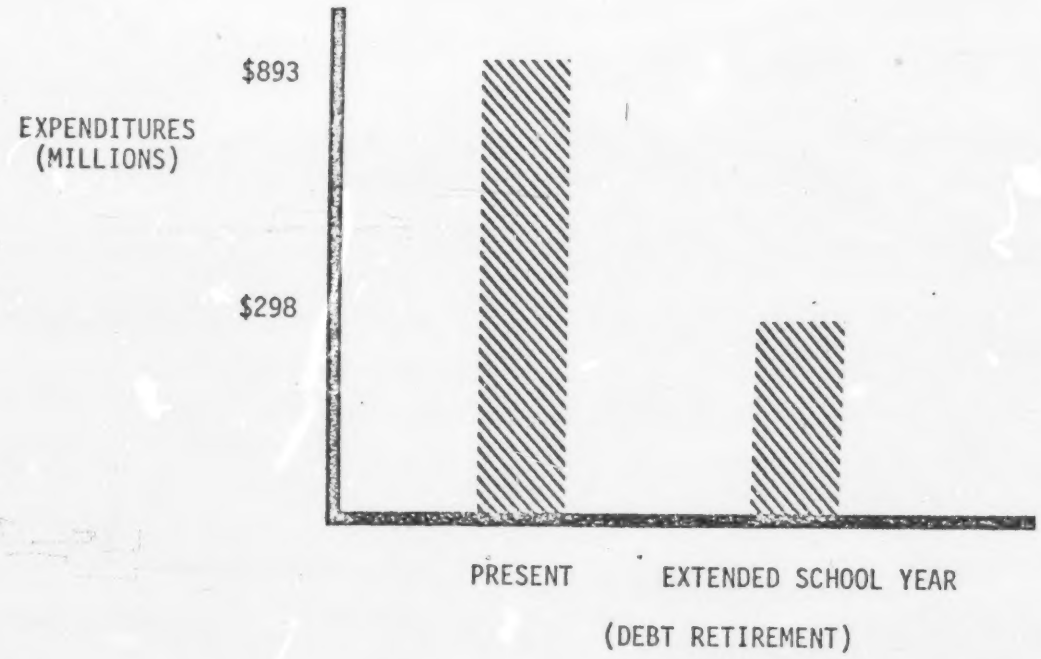
1970-71 APPROVED BOND ISSUES

TRADITIONAL SCHEDULE VS. EXTENDED SCHOOL YEAR SCHEDULE

- Cost Benefit -



The Michigan State Department of Education, during the fiscal year 1971-72, processed and approved preliminary school bond issues in the amount of $415,210,000.00. (Voter approval reduced the figure to $145,528,000.00)

ASSUMING the districts involved adopted an Extended School Year calendar using existing facilities, thus reducing their present needs up to 1/3 and future facility needs by 1/3, the result would be:

Requested Bonds	$415,210,000.00
Interest	+ 477,491,000.00
	$892,701,000.00
Less a 2/3 Saving	- 595,134,000.00
	$297,567,000.00

COST BENEFIT - PHASE II
FACILITY/CONSTRUCTION

COST BENEFIT TO DISTRICTS MAINTAINING OBSOLETE STRUCTURES OR IN A DECLINING STUDENT POPULATION

PROJECTING COST BENEFITS IN CONSTRUCTION IN AN URBAN CITY -

EXAMPLE: DETROIT

Detroit operates 280 facilities. On a full Extended School Year Program, 90 to 95 of these old facilities could be abandoned and existing facilities utilized more fully.

The Detroit Board of Education recently authorized the issuance of some $40,000,000 in Bonds.

EXTENDED SCHOOL YEAR COST BENEFIT:

Bonds not needed	$40,000,000.00
+	
Interest not paid	46,000,000.00
COST BENEFIT OVER 30 YRS.	$86,000,000.00

EXAMPLE OF ONE DETROIT ELEMENTARY SCHOOL:

Ferry School - Built 1922
2920 East Palmer
Detroit, Michigan

Cost of Maintenance:

Fuel	$ 4,845.00
Water	773.00
Gas	284.00
Electrical	5,696.00
Telephone	268.00
Supplies	1,137.00
Building Maintenance Labor	14,440.00
Building Maintenance Supplies	1,819.00
Site Maintenance Labor	376.00
Site Maintenance Supplies	91.00
MAINTENANCE COST BENEFIT.	$27,629.00

COST BENEFIT - PHASE II (CONTINUED)

EXAMPLE OF ONE DETROIT ELEMENTARY SCHOOL: (continued)

Operational Cost:

1 - Engineer Class "B" 1 - Boiler operator - 6 month	Salary	$20,862.00
1 - Custodian Class "B" 3 - Cleaners - 25 hrs/week	Salary	16,860.00
		$37,722.00

OPERATIONAL COST BENEFIT (BASED ON A PER PUPIL SERVED BASIS)
@ 4.0% . . . . . $1,508/PER PUPIL

Building Information:

Size of total site, square feet (1.85 acres total)	80,586
Square feet of building	62,270
Student enrollment	960
Age of building	50

Estimated property valuation by Detroit Assessors Office is $25,000 per acre.

COST BENEFIT IF THE 1.85 ACRES WERE SOLD $46,250.00

THEREFORE, ELIMINATION OF ONE DETROIT ELEMENTARY SCHOOL WITH STUDENTS PLACED INTO AN EXTENDED SCHOOL YEAR PROGRAM RESULTS IN:

MAINTENANCE BENEFIT	$27,629.00	*On-going Cost Benefit*
OPERATIONAL BENEFIT	1,508.00	*On-going Cost Benefit*
PROPERTY BENEFIT	46,250.00	*Initial Cost Benefit*
TOTAL COST BENEFIT =	$75,387.00	

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NORTHVILLE PUBLIC SCHOOLS
E.S.E.A. TITLE III, SECTION 306
VOLUNTARY 45/15 EXTENDED SCHOOL YEAR PROJECT

START-UP COSTS

COSTS OF MOVING FROM A
TRADITIONAL SEPTEMBER TO JUNE CALENDAR
TO AN EXTENDED SCHOOL YEAR 45/15 PLAN

START-UP COSTS

COSTS OF MOVING FROM A TRADITIONAL SEPTEMBER TO JUNE CALENDAR TO AN EXTENDED SCHOOL YEAR 45/15 PLAN

A major and consistently asked question of Northville is, "Where are we going to obtain $150,000 to start an Extended School Year Program like you received from the Title III Grant?"

An assumption is made that a district cannot start an Extended School Year Program without extensive outside financial support.

The Northville Voluntary 45/15 Extended School Year Program is an EXPERIMENTAL Project financed by the United States Office of Education's Title III Division, Section 306, for the purpose of developing a model for other districts.

There are costs built into this experimental project which other districts will never need to incur.

A breakdown of the $150,000 allocated to this Title III Project will illustrate that the money invested is to insure a documented model with "hard data" collected--a model with money that reimbursed the local school district for expenses accumulated over and above its operational budget in areas such as travel, dissemination, administrative and other add-on expenditures involved in being an experimental site.

Northville's $150,878 Title III Grant is, for the most part, NOT for IMPLEMENTATION of a 45/15 Extended School Year Program, but for preparation of a model for other districts to follow IN PART or IN TOTAL WITHOUT the necessity of expending great sums of money or time in discovering facts uncovered during the life of this grant.

Similar to industrial methods, this project received considerable initial funding for designing a MODEL that - when the product is produced - the COST of duplication will be low.

The Northville Title III, Section 306 Grant broken down looks like this:

Total Allocated	$150,878.00
Handicapped Component	62,327.00
45/15 ESY Portion	$ 88,551.00

START-UP COSTS (CONTINUED)

The Handicapped portion is for a Learning Disabilities Component and is add-on funds leaving $88,551.00 for the Extended School Year 45/15 Program.

The balance of the Grant will be broken down into three categories:

A. Costs that other districts must include as Extended School Year Start-Up Costs.

B. Costs exclusive to this project because it is:

(1) A Title III Experimental Project

(2) A United States Office of Education Developmental model.

C. Costs incurred regardless of the type of school schedule a district wants.

START-UP COSTS (CONTINUED)

A. COSTS THAT OTHER DISTRICTS MUST INCLUDE AS EXTENDED SCHOOL YEAR START-UP COSTS:

Teacher In-Service $14,000.00

The $14,000.00 cost is for three weeks in-service prior to the project starting date, two additional weeks in October and an additional week in January. In-service is a must and should be considered a district cost factor.

The six weeks in-service granted the teachers in this Title III Grant may not be necessary in every community. A district's own contracted in-service days can be utilized, reducing this cost category considerably. Four in-service days is optimal in-service time needed to implement a 45/15 calendar. Two days are sufficient, and most contracts have two days for in-service built into them. A district could prepare one year ahead of time by using the contracted in-service days for teacher in-service education to the 45/15 schedule.

We are specifying that the days a district puts into curriculum in-service for a 45/15 calendar is up to the Local District and can be extensive or reduced to existing contract allotments.

THE DAYS NECESSARY TO COMPREHEND A 45/15 CALENDARD CAN BE A NO-COST FACTOR BUILT INTO REGULAR CURRICULUM DAYS.

In-Service Cost under this Grant $14,000.00

Minimum in-service using existing curriculum days. - 0 -

Total Grant	$150,878.00
Handicapped	-62,327.00
Extended School Year Portion	$ 88,551.00
In-Service	-14,000.00
	$ 74,551.00

START-UP COSTS (CONTINUED)

B. COSTS EXCLUSIVE TO THIS PROJECT BECAUSE IT IS A TITLE III EXPERIMENTAL PROJECT AND A UNITED STATES OFFICE OF EDUCATION DEVELOPMENT OF A MODEL:

Evaluation Contract - All districts considering a change should include evaluations for the public. However, extensive evaluation and research went into this experimental program that other districts can share. Some evaluation may be done by on-staff personnel; however, some evaluations are considered more credible by the public when an "outside agent" reports findings that might otherwise be considered "slanted" when reported by local administrators.

		$ 9,000.00
	Sub-total	$65,551.00
Travel		$ 2,500.00
	Sub-total	$63,051.00
Dissemination Contract (for disseminating the Model)		$ 1,000.00
	Sub-total	$62,051.00
Para-Professionals (two teacher aides)		$ 6,600.00
	Sub-total	$55,451.00
Project Coordinator		$ 6,000.00
	Sub-total	$49,451.00
Teaching Supplies		$ 7,350.00
	Sub-total	$42,101.00
Parent Orientation		$ 2,000.00
	Sub-total	$40,101.00
Contracted Services		$ 3,500.00
	Sub-total	$36,601.00
Secretarial/Clerical		$ 3,500.00
	Sub-total	$33,101.00

START-UP COSTS (CONTINUED)

B. COSTS EXCLUSIVE TO THIS PROJECT - (CONTINUED)

Capital Outlay		$ 4,570.00
	Sub total	$28,531.00
Fixed Charges		$ 3,642.00
	Sub-total	$24,889.00
Administration		$ 7,861.00
	Sub-total	$17,028.00
Travel - Instructional Staff		$ 2,500.00
		$14,528.00

C. COSTS INCURRED REGARDLESS OF THE TYPE OF SCHOOL SCHEDULE A DISTRICT WANTS:

Maintenance of Special Services during August, 1972, until June, 1973.		
		$ 3,000.00
	Sub-total	$11,528.00
Health Services		$ 1,200.00
	Sub-total	$10,328.00
Curriculum Development		$ 6,000.00
	Sub-total	$ 4,328.00
Transportation		$ 2,528.00
	Sub-total	$ 1,800.00
Salary - Custodians		$ 1,800.00
	Sub-total	- 0 -

START-UP COSTS (CONTINUED)

CONCLUSION

The In-service Expenditures must be included and can range from nothing (using existing curriculum days) to an extensive in-service program geared more toward curriculum development than toward teacher understanding of a 45/15 calendar.

Other costs in this project would be absorbed by local personnel who are presently implementing a traditional calendar.

The administrators, teachers, maintenance, health personnel, fixed charges, and capital outlay are expenses for implementing a traditional schedule or an extended school year schedule.

Therefore, if staff, project director, building principal, etc., are shifted from a traditional to a 45/15 Extended School Year Program, the cost of implementing the schedule should not be any different than implementing a traditional schedule - if local on-site district personnel are used.

Teachers can be contracted for the same number of days in a 45/15 as in a traditional schedule leaving in-service training as the only variable that a school district must include--a variable which can be little as utilization of presently contracted in-service days for understanding an Extended School Year calendar or extensive in-service for curriculum development and individualizing instruction in a 45/15 program. The in-service decision depends upon a local school district's philosophy; hopefully, somewhere between the two extremes.

Implementation costs for public relations, evaluation, etc., depend upon the value a district places on these items. Public awareness is crucial and evaluation logical (whether in-house or contracted).

There are twenty-five categories covered on pages F-4 and F-5 of the Northville Study. They show that the total of various accounts increase, but the per pupil cost decreases because the cost is spread out over a greater number of pupils.

Using the same rational, the sub-committee has hypothesized what increased requirements, in personnel, would arise if Brick were to implement 45/15 to solve our overcrowded conditions. We kept away from dollar amounts at this time because it would be difficult to arrive at relevent figures.

We are increasing our personnel requirements in various categories. Remember that we are doing this without increasing the number of buildings, and we are accommodating more students, while alleviating much of our overcrowding. Without 45/15, we would have to increase the number of buildings, also. These additional operating requirements, and probably more, would be necessary with new buildings.

The letter designations that follow correspond to the ones in the Northville, Michigan study on pages F-4 and F-5:

A and B - Administrators:

> We combined A and B and estimate that the administrative staff would have to be increased by one and one-half to maintain the same level of coverage.

C - Secretaries:

It is our understanding that all secretaries will soon be on twelve month contracts. Considering this, one and one-third secretaries would be necessary to maintain the same level of coverage in the schools. Central and Board Office secretaries were not considered in this increase.

D, F, G, H, I, J - Teachers:

Assuming the ratio of students to teachers remain constant, the number of teachers would not change, except to reflect increased enrollment.

E - Librarians and Nurses:

The Librarians would have to increase by two to allow for coverage during vacations. The Northville study does not mention nurses. We feel that in Brick, this category also would increase by two.

K, L, M - Teacher Aids:

These positions do not exist in Brick and are, therefore, not applicable.

N, O - Custodians:

It is felt that two additional men would be needed to allow for vacation schedules, plus one matron.

P - Hospitalization:

There would, of course, be an increase in this account to cover additional personnel. Notice, however, in the Northville study that the Per Pupil Cost went down.

Q - Life Insurance:

This is not applicable for Brick Township.

R - Utilities:

There would be an increase of twenty-five percent in this account to allow for increased building usage. Electricity for air-conditioning is included in this.

S - Custodial Supplies:

Any increase in this account would reflect increased enrollment. The Per Pupil Cost is constant.

T - Building Maintenance:

This account would also remain fairly constant. However, unlike Northville, we feel it might go up slightly.

U - Transportation:

There would be a small reduction in this account. It would only come from the fact we need less busses at any given time, and therefore, would have to replace less during the course of time.

V - Teaching Supplies:

This should increase proportionately with the increase in enrollment.

W - Classroom Equipment, A.V., etc.:

There should be no increase in this account at all. With proper supervision, a film projector can be used just as easily for twelve months as it can be for ten months.

X, Y - Library Books and Textbooks:

There should be a savings in these accounts as the material can be used by more students on a rotating basis.

These categories give some idea of what might happen financially if 45/15 were to be adopted by Brick Township.

In regard to the possible financial savings that Brick Township might incur if 5/15 were to be implemented, one must first consider projected pupil enrollment.

Taking figures previously presented in other parts of the study, one would find that Brick Township would need 3,639 additional seats. This would enable us to operate the system within functional capacities in the school year of 78/79 under a traditional capacity. The following list of statistics shows what the seating capacity need will probably be in Brick Township if we do not build any more buildings.

PUPIL SEATING CAPACITY NEED BY 1978/79 [58]

	Pupils Enrolled 73/74	Functional Capacity 73/74	Present Need 73/74	Projected Enrollment 78/79	Future Need 78/79
9-12	2,865	2,155	710	3,727	1,572
6-8	2,362	1,949	413	2,897	948
K-5	4,864	4,479	385	5,598	1,119
TOTALS	10,091	8,583	1,508	12,709	3,639

58. Compiled by Mr. F. J. Underwood and Mr. Bruce Campbell, based on Brick Township Building Referendum Statistics.

Needless to say, Brick Townsh p would need more buildings by the 1978/79 school year. Based on 1971/72 construction costs, Brick Township would have to expend $12,240,258 [59] to bring the system to functional capacity. This does not include site acquisition and development, legal and architectural fees, equipment and amortization. Based on today's bond costs, amortization alone would cost $13,662,283 over a period of twenty years. [60] Don't forget, also, the amount of land needed for these schools would be taken off the tax rolls.

The number of new buildings needed by 1978/79, under traditional scheduling, would be three. With the implementation of 45/15 scheduling, Brick Township would be able to house its students at functional capacity in 1978/79, while building only one new school.

The next table shows a comparison of budgets which are appropriately labeled. In this comparison, inflation, pupil teacher ratio and other cost increasing factors are not considered. The only change is the change in the number of new buildings.

59. New Jersey School Boards Association, "Fact Sheet 1973", 383 West State Street, Trenton, N. J.
60. Ibid.

POTENTIAL SAVINGS IN OPERATIONS SECTION OF BUDGET [61]

Account	73/74 Budget	Per Pupil Cost (10,000)	Traditional Calendar with three new buildings 78/79 Budget	Per Pupil Cost (12,700)	45/15 Calendar with one new building 78/79 Budget	Per Pupil Cost (12,700)	Per Pupil Inc. or Dec.
Administration	400,313.00	$ 39.63	$ 503,301.00	$ 39.63	$ 503,301.00	$ 39.63	$ --
Instruction	8,054,272.00	797.45	10,127,615.00	797.45	10,082,615.00	793.91	-3.54
Attendance	48,194.00	4.77	60,579.00	4.77	60,579.00	4.77	--
Health	176,740.00	17.50	222,250.00	17.50	222,250.00	17.50	--
Transportation	787,485.00	77.97	990,219.00	77.97	924,865.00	72.82	-5.15
Operation	965,411.00	95.59	1,213,993.00	95.59	1,214,993.00	95.67	+ .08
Maintenance	315.320.00	31.22	396,494.00	31.22	396,494.00	31.22	--
Fixed Charges	646,800.00	64.04	813,308.00	64.04	652,212.00	51.36	-12.68
Cafeteria	5,000.00	.50	6,350.00	.50	6,350.00	.50	--
Student Activities	111,400.00	11.03	140,081.00	11.03	140,081.00	11.03	--
TOTALS	11,510,935.00	1,139.70	14,474,190.00	1,139.70	14,203,740.00	1,118.41	-21.29

61. Underwood and Campbell, op. cit.

The last column shows the per pupil rate of increase or decrease that would be realized by the implementation of a 45/15 schedule.

With further examination, one will see there is a $3.54 savings in "Instruction". This is because not as many new administrators would be needed as less new buildings would be needed. In the area of "Transportation", a savings of $5.15 comes about because the Northville study shows that a 6.6% savings occurs with ESY. That is primarily because less busses are needed.

An additional cost of $.08 occurs in "Operation". Since electricity is needed to operate air conditioning, the electric bill, of course, would be higher. However, with less buildings, the need for additional custodians is not as great. The savings of their salaries offset the additional electric bill which was estimated at $25,000.00.

"Fixed Charges" savings amounts to $12.68. Since less staff members are needed in proportion with the number of students under ESY, the fringe benefit cost for employees can be decreased. The combined savings in the operations portion of the budget amounts to $21.29 per student or $270,450.00 per year. This is about 2% of that portion of the budget.

One financial subject which has not been treated is the cost of air-conditioning. On estimating air-conditioning costs, a very rough rule of thumb would be this. Average school construction costs in 1972 ran about $30.00 per square foot. This puts the average classroom cost at about $31,500. Air-conditioning costs about $3.25 per square foot, but with problems in existing buildings, could run as high as $4.50 per square foot. Even at the higher figure, which is not likely to be an average figure, air-conditioning three classrooms is cheaper than building a fourth classroom. Another way to estimate air-conditioning costs is to multiply the number of teaching stations by $4,500 and one will get the cost. For Brick, this means 348 teaching stations x $4,500 = $1,566,000.00 estimated cost of air-conditioning.

The conclusions that this Sub-committee draws are as follows:

1. While the Operations segment of our budget will naturally increase, the cost to educate each child will decrease. This was found to be true in all of the studies that were investigated by this Sub-committee. The 5.1% savings from the Northville study may be excessive for Brick, however. We are probably more in line with the savings in Romeoville, Illinois, which were 2.1%. It is not the intent of this committee to say that one will save any quantity of money on day to day operations, but, merely to show that it isn't going to cost the tax payer more.
2. If one is looking for savings in 45/15, look primarily in the area of not needing as many new buildings. The Northville study treats this subject rather well. It can serve as some basis for one's thinking. For this Sub-committee to tell the citizens exactly when buildings would not be needed would be an exercise in polemics as there is no way of controlling the variables that go into building referendums and population increases.

CHAPTER VI

The task of the Steering Committee at this stage of the Feasibility Study is to reach a conclusion based on the material which has been presented to the Committee and develop recommendations to present to the Board of Education.

The Steering Committee concludes that an Extended School Year Program is feasible in Brick Township.

The Steering Committee recommends you accept the findings contained in the E.S.Y. Feasibility Study. It further recommends that an action plan be developed for a pilot program in one of the elementary schools. If the results of this plan indicate that implementation is possible, the Board may decide to put the program into action. In order to develop this action plan, a committee should be appointed and a target date of no later than June 1975 for final decision should be established.